DOCUMENT RESUME

ED 363 560 SO 023 497

AUTHOR Shirey, Ruth I., Ed.; Bencloski, Joseph W., Ed.
TITLE The Introductory Course in Geography for the Preservice Teacher.
INSTITUTION Association of American Geographers, Washington, D.C.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO ISBN-0-89291-206-5
PUB DATE 90
CONTRACT G008730437
NOTE 110p.
AVAILABLE FROM Association of American Geographers, 1718 M Street, N.W., Dept. 199, Washington, DC 20036-4503.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Course Descriptions; Course Evaluation; Elementary School Teachers; Geographic Concepts; *Geography; *Geography Instruction; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; *Preservice Teacher Education; Secondary School Teachers; *Teacher Education Curriculum
IDENTIFIERS *Fund for Improvement of Postsecondary Education; Preservice Teachers

ABSTRACT

This report of the Fund for the Improvement of Post-Secondary Education (FIPSE) is organized into seven chapters. Chapter 1 discusses the objectives, rationale, and design of the project. Chapter 2 examines the formative evaluation process that was used to make improvements in the course syllabuses while they were undergoing development. Syllabuses from five of the eight centers designated as FIPSE Centers of Excellence were selected for inclusion in this report and comprise chapters 3 through 7. In order to accomplish the project objective of attempting to improve the degree of consonance between preservice courses for geography teachers and the middle school geography curriculum, professors, school district personnel, and inservice teachers collaborated to develop new introductory geography syllabuses at the eight centers. Four of these chapters employ a world regional approach, reflecting the regional organization of the middle school curriculum in Texas, North Carolina, Alabama, and Massachusetts. Chapter 4, designed for teachers in northern Virginia, is organized topically and employs regional examples. Evaluation of the syllabuses suggests two things about the course development process. First, the courses progressed through several stages similar to the contextual filters mode for course planning. Second, the data suggests that the course syllabuses are useful and helpful for students. the course descriptions include course outlines, lists of required and supplemental readings, course objectives, and some sample lesson plans or examination information. (DK)

ED 363 560

THE INTRODUCTORY COURSE IN GEOGRAPHY FOR THE PRESERVICE TEACHER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

SO 023 497

ASSOCIATION OF AMERICAN GEOGRAPHERS
WASHINGTON, D. C.
1990

BEST COPY AVAILABLE

Supported by a grant from the Fund for the Improvement of Post-Secondary Education
United States Department of Education

Improving Preservice Training in Geography
for Middle School Teachers:
A University/School Partnership

Project Director: David Lanegran
Macalester College
St. Paul, Minnesota

Co-Directors: Richard G. Boehm
Southwest Texas State University
San Marcos, Texas

Ruth I. Shirey
Indiana University of Pennsylvania
Indiana, Pennsylvania

Joseph W. Bencloski
Indiana University of Pennsylvania
Indiana, Pennsylvania

Center Directors: Cliff Craig
Utah State University
Logan, Utah

Richard T. Anderson
Salem State College
Salem, Massachusetts

Douglas Wilms
East Carolina University
Greenville, North Carolina

William R. Strong
University of North Alabama
Florence, Alabama

Alice Andrews
George Mason University
Fairfax, Virginia

Richard G. Boehm (see above)

Stephen A. Justham
Kutztown University of Pennsylvania
Kutztown, Pennsylvania

Gerald R. Pitzl
Macalester College
St. Paul, Minnesota

AAG Contact: Osa Brand
Geographic Education Specialist

Funded by: Funds for the Improvement of Post-secondary Education
United States Department of Education

BEST COPY AVAILABLE

THE INTRODUCTORY COURSE IN GEOGRAPHY FOR THE PRESERVICE TEACHER

edited by

Ruth I. Shirey and
Joseph W. Bencloski
Indiana University of Pennsylvania

Supported by a grant from the

Fund for the Improvement of Post-Secondary Education
United States Department of Education
Grant #G008730437

Copyright © 1990 by the

ASSOCIATION OF AMERICAN GEOGRAPHERS
1718 M Street, N.W.
Dept. 199
Washington, D. C. 20036-4503

ISBN 0-89291-206-5

5

Table of Contents

Preface v

Acknowledgments vii

Chapter 1 - Improving Preservice Training in Geography for Middle School Teachers 1

Chapter 2 - The Evaluation of the FIPSE Project in Geography
Joseph P. Stoltman 4

Chapter 3 - Geography 4340, Fundamental Themes in Geography
Richard G. Boehm 17

Chapter 4 - Geography 339/GECA 520, Overview of Geography/Geography for Teachers
Alice Andrews 41

Chapter 5 - Geography 5193, World Regional Geography
Douglas C. Wilms 56

Chapter 6 - Geography 102, World Regional Geography
William R. Strong 70

Chapter 7 - GGR 110, World Regions
Richard G. Anderson 85

Appendix 100

PREFACE

During the early 1980's a number of reports and surveys on American students' educational performance indicated that most of them lacked essential knowledge in geography, history, and international affairs. Coupled with the continuous reporting of declining school performance in reading, mathematics, and science, numerous individuals, agencies, and organizations called for the reform of education in the United States, especially in content, teacher education, and even in the organization of the schools.

In 1982, the Association of American Geographers (AAG) released a report, *Geography and International Knowledge*. This report outlined the necessary concepts that geography contributes to international knowledge. Among these were the human-environmental equation, cartographic representation, spatial interaction, realms and regions, and a global perspective. This document suggested a framework for geographical knowledge that would contribute to the international understanding component of the university core curricula that were being adopted on many campuses.

In 1984, the Joint Committee on Geographic Education of the AAG and the National Council for Geographic Education (NCGE) produced the *Guidelines for Geographic Education: Elementary and Secondary Schools*. This volume represented a long overdue framework for providing a coherent statement about geography that would be understandable to the general public and to the schools. The *Guidelines* articulated the role of five fundamental themes of geography (location, place, human-environment interactions, movement, and regions) in geographic education.

The NCGE/AAG Joint Committee also released a list of five comprehensive objectives necessary to be accomplished if reform in geographic education was to succeed and be sustained over the long term. They included:

1. Improving inservice and preservice teacher education in geography;
2. Providing guidelines for university-level teacher preparation in geography;
3. Developing collegial relationships between college geographers and teachers in a national network;
4. Improving the quality of geography teaching and learning materials; and
5. Keeping the public informed of activities designed to improve geographic education.

The NCGE and the AAG organized the Geographic Education National Implementation Project (GENIP) in 1985 to implement the recommendation of the Joint Committee. The National Geographic Society (NGS) and the American Geographical Society (AGS) were invited to collaborate in this enterprise with the understanding that each of the four major geographical organizations in the United States would be free to pursue independent efforts as well as working cooperatively in GENIP. Two major curriculum efforts produced elaborations of the *Guidelines* in *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* and *7-12 Geography: Themes, Key Ideas, and Learning Opportunities* as well as an assessment of high school geography textbooks. Simultaneously, the NGS initiated the formal development of state geographic alliances which now number 34 and concentrate their efforts on inservice teacher training and teacher leadership. The AGS enlarged the space devoted specifically to geographic education in its quarterly journal, *Focus*. The NCGE has initiated a series of publications for teachers and students of geography entitled *Pathways in Geography*, publishes the *Journal of Geography*, and serves as a clearinghouse for GENIP publications. NCGE has published standards for teachers certification and is developing a scope and sequence document for geographic education, K-12.

GENIP stimulated development of the preservice phase of the Joint Committee's recommendation and served as an umbrella for developing ideas and projects to sustain the reform movement in geographic education. In 1987, a grant was received from the Fund for the Improvement of Postsecondary Education

(FIPSE) for the AAG's proposal, "Improving Preservice Training in Geography for Middle School Teachers: A University/School Partnership." The proposal was to develop several pilot college-level introductory courses in geography that would provide rigorous training in the discipline but would also be sensitive to the curricular guidelines of the school systems in which the prospective teachers would teach.

The grant established eight centers of excellence: East Carolina University, Greenville, North Carolina, George Mason University, Fairfax, Virginia, Kutztown University of Pennsylvania, Macalester College, St. Paul, MInnesota, University of North Alabama, Florence, Salem State College, Massachusetts, Southwest Texas State University, San Marcos, and Utah State University, Logan. Experimental syllabi were developed with the long range expectation that their models might be diffused throughout their immediate geographic regions and eventually be adopted in various forms throughout the United States.

This resource volume documents the story of the various efforts to achieve project goals and includes several models that offer the potential for reshaping undergraduate teacher preparation in geography.

Salvatore J. Natoli
Richard G. Boehm
August, 1990

ACKNOWLEDGMENTS

Acknowledgment must be made of the contributions of a number of people. The proposal for this project to develop new geography courses to educate teacher candidates, "Improving Pre-Service Training in Geography for Middle School Teachers: A University/School Partnership," was written by Michael I. Libbee, Professor of Geography, Central Michigan University, Salvatore J. Natoli, then AAG Deputy Executive Director and now Director of Publications, National Council for the Social Studies, and Richard G. Boehm, Professor of Geography, Southwest Texas State University. Particular thanks goes to the eight directors of Centers of Excellence, whose names can be found on the inside of the front cover. In each state where a center was located, a selected group of geographers reviewed and commented on draft course syllabuses in summer 1989 (see Appendix A, page 100). Joseph Stoltman, Professor of Geography at Western Michigan University, provided coherence to the project through careful selection of evaluation devices. The National Center for Research in Learning and Teaching (NCRIPTAL) at the University of Michigan provided copyright permission to use Figure 1, Chapter 2. Margo Mayes, an undergraduate student, Ronghua Ouyang, a doctoral student in education, and Blake McCully, systems analyst, Department of Geography and Regional Planning at Indiana University of Pennsylvania contributed substantially to the final preparation of this publication. Jay Douthit of the CRAM Corporation provided a grant to cover distribution costs of the publication.

Chapter 1

IMPROVING PRESERVICE TRAINING IN GEOGRAPHY FOR MIDDLE SCHOOL TEACHERS*

The purpose of the Association of American Geographers' Fund for the Improvement of Post-Secondary Education (FIPSE) grant, "Improving Preservice Training in Geography for Middle School Teachers: A University/School Partnership," was to enhance the quality of middle school geography by improving preservice teacher training in the content and nature of geographical inquiry (Improving 1987). The specific objective of the three-year project was to strengthen the degree of correspondence between the geographical content of the middle school curriculum and the content of college-level geography courses which are used to educate teacher candidates, particularly those preparing to teach in the middle school. It is in these grades (6-9) that geography plays a particularly strong role in the school curriculum.

PROJECT RATIONALE

The *Guidelines for Geographic Education: Elementary and Secondary Schools* (Joint Committee 1984) addresses the problem of geographic illiteracy in the United States and the serious consequences for our nation's welfare, strength and global interdependence that result from such illiteracy. Public awareness of this problem has grown into the 1990's as has the understanding that the quality of geographic education in the schools requires careful and significant upgrading. One way of improving geographic literacy is through the development of effective introductory college courses for the education of future geography teachers. If these courses are to be meaningful for teachers, and ultimately for their students, they must be consonant with the content sequence in the K-12 curriculum. Since most school geography is taught in grades 6-9, the new college-level courses should be designed to strengthen the geography components of the social studies and the geography courses in the middle schools. Unfortunately, most middle school teachers have not had the benefit of systematic instruction in geography during their college/university careers. Indeed, surveys indicate that, since the 1960s, the percentages of elementary and middle school teachers required to study geography as part of the general education curriculum has diminished rapidly (Wiley 1977, Manson 1981). It is not surprising, therefore, that the Southern Governors' Association Advisory Council on International Education (1986) noted that 71 percent of students in a major southern university had no identifiable geography course in the elementary school and 73 percent had none in high school.

At the same time, most college geography professors in the last decade have had only minimal contact with preservice middle school teachers. The middle school curriculum, where geography has had its traditional strength, has been shaped without professional geography's involvement. The FIPSE project addressed these problems by attempting to improve the degree of consonance between preservice courses for geography teachers and the middle school geography curriculum.

---

*This chapter is based substantially on material from the Association of American Geographer's grant proposal to the Fund for the Improvement of Post-Secondary Education, U. S. Department of Education, 1987.

PROJECT DESIGN

To accomplish the project objective, professors, school district personnel, and inservice teachers collaborated to develop new introductory geography syllabuses at college and university *FIPSE Centers of Excellence* in eight different states. The syllabuses are consistent with national trends in geographic education because they incorporate, or are structured around, the five fundamental themes of geography as defined in the *Guidelines for Geographic Education*: location, place human-environment relationships, movement and regions. The organization of the new syllabuses varied from one center to another, but the framework chosen was either topical or world regional. Topically-organized courses used the five themes as a framework to arrange the presentation of both systematic and regional geographic concepts and topics. The typical world regional syllabus, on the other hand, presented geographic information, organized around the five themes, within the context of the various world regions.

The objectives of the FIPSE project were accomplished in two phases during which development, evaluation and implementation occurred. During phase one, lasting two years, Center Directors developed summer pilot courses for the education of middle-school geography teachers. The inclusion of inservice teachers in the project contributed to their professional development, provided Center Directors with valuable feedback from experienced teachers, and contributed to meeting the Geographic Education National Implementation Project (GENIP) goal of developing collegial relationships between teachers and post-secondary geography educators. Teaching these new courses during the summer permitted directors to:

1. Gain feedback from first course trainees on the utility of the courses for their purposes;
2. Gain feedback from middle school teachers on student performance in their courses;
3. Incorporate this feedback into the subsequent pilot courses;
4. Compare the results of the evaluation with the first and second year trainees and their students;
5. Provide appropriate data and justification for incorporating the course into the college's preservice training program for middle school teachers; and
6. Provide sufficient evidence and results from the eight Centers to assist in disseminating the syllabuses to other geography departments not involved in the project.

In phase two of the project, which occurred during year three of the program, the new course syllabuses were incorporated into preservice education programs at the eight colleges and universities. The syllabuses were presented as either new courses or as modifications of existing introductory course offerings at the eight centers.

The final and present phase of the project involves the dissemination of the course syllabuses and supporting documents to approximately 400 college and university geography departments and to individuals in the United States. The GENIP network and the National Geographic Society State Geographical Alliances are assisting in the dissemination process. Through the wide dissemination of the results of this project, the staff hopes to increase the participation and accountability of college and university faculty in the education process, and to enhance the geography backgrounds and continuing professional development of middle school teachers by introducing them to and involving them in the expanding network of geographic education practitioners.

REPORT ORGANIZATION

The FIPSE report is organized into seven chapters. Chapter 1 discusses the objectives, rationale and design of the project. Chapter 2 examines the formative evaluation process that was used to make improvements in the course syllabuses while they were undergoing development. Syllabuses from five of the eight centers were selected for inclusion in this report and comprise Chapters 3 through 7. Chapters authored by Boehm, Wilms, Strong, and Anderson employ a world regional approach, reflecting the regional organization of the middle school curriculum in Texas, North Carolina, Alabama and Massachusetts. Chapter 4 by Andrews, designed for teachers in northern Virginia, is organized topically and employs regional examples.

BIBLIOGRAPHY

Improving Preservice Training in Geography for Middle School Teachers: A University/School Partnership. 1987. Grant proposal to the Fund for the Improvement of Post-Secondary Education, U.S. Department of Education. Washington, D. C.: Association of American Geographers.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*, Washington, D.C.: Association of American Geographers and National Council for Geographic Education.

Manson, G. 1981. Notes on the status of geography in American schools. *Journal of Geography*. 83 (7): 244-248.

Wiley, K. B. 1977. *The Status of Pre-College Science, Mathematics, and Social Sciences Education: 1955-1975*. Boulder, CO: Social Science Education Consortium: 132.

Chapter 2

THE EVALUATION OF THE FIPSE PROJECT IN GEOGRAPHY

Joseph P. Stoltman
Department of Geography
Western Michigan University

The FIPSE Project was designed to develop new syllabuses that would serve as models for geography course planning and instructional design in both liberal arts and sciences and teacher education at the post-secondary level. This chapter describes the evaluation procedure that was used to guide the development of the course syllabuses in the FIPSE Project.

The evaluation of a project may be formative, summative, or both. In the FIPSE Project, a formative evaluation was carried out, examining different elements of the course syllabus design development process. The syllabuses were evaluated regularly from the perspectives of standards, the content, skills and values from the discipline, and student views of the syllabuses as learning resources. Feedback about different aspects of the syllabus development was provided to the faculty members throughout the process.

RATIONALE FOR THE EVALUATION

Sound evaluation of educational projects should promote and enhance the understanding and improvement of both the projects and education in general. It is important and beneficial to the individuals associated with educational projects to examine the way choices affect those projects, and the feasibility of looking at options. Evaluation, if conducted fairly and efficiently, makes choices and options more available and adds positive qualities to a project. A well planned evaluation also improves the acceptability of a project's procedures and products (The Joint Committee on Standards 1981).

The evaluation of the FIPSE Project was driven by one central question: "What constitutes an acceptable syllabus from which to teach an introductory geography course for general education and preservice teacher education students?" Hidden within this rather basic question were considerations regarding the geographic content of the syllabus, the intent of the course as communicated to the students by the syllabus, and the implicit agreement between faculty member and student using the syllabus. The task for the evaluator was to design a procedure to gather information that was relevant to the question, and which addressed the pertinent underlying considerations associated with course and syllabus development.

A formative evaluation was designed to make improvements in the syllabuses while they were undergoing development at the FIPSE Centers of Excellence (See Chapter 1 for information about the Centers of Excellence concept). The evaluation incorporated a variety of methods in its design and implementation. These included: published materials searches; visitations and interviews; group profiles; student testing; and comparisons of data from students in FIPSE Project courses using newly developed syllabuses to comparable reference groups of students.

EVALUATION DATA: WHAT TO COLLECT

"What information should be collected and how will it be helpful in the design of a new syllabus for introductory geography courses in higher education?" In order to effectively address the question, it was decided that faculty members designing the FIPSE Project syllabuses would require the following types of

information if the project were to have a discipline wide, national impact upon the improvement of post-secondary education:

1. A comparison of the syllabuses being designed to a standard of syllabus design;
2. Characteristics of the students enrolled in courses where the syllabuses were being developed; and
3. An assessment of the interactions between students and the syllabuses, including content, skills, and values relative to the five fundamental themes of geography (Joint Committee 1984).

The first requirement necessitated reviewing the literature about syllabus design in order to identify a recognized standard. Selecting a standard for syllabus design was important since it would provided a guide for the information, knowledge and communications attributes of the syllabuses being developed. The second required that an acceptable questionnaire or survey be administered that would provide the faculty members with information about the students enrolled in courses where syllabuses were being developed. Information about students was deemed important since the syllabuses under design consideration were to be used in a general or liberal education setting as well as in preservice teacher education. It was important to know if personal characteristics of the students using the syllabuses were similar to students in general. Third, it was important that the newly designed syllabuses addressed discipline based questions about the content, skills, and values of geography. In order to do this, an assessment of student characteristics in each area was needed.

In 1984 the major scholarly societies in geography published the *Guidelines for Geographic Education* (Joint Committee 1984). The *Guidelines* presented a rationale for using five fundamental themes of geography in representing the discipline in K-12 geographic education. The five themes are: location; place; human-environment relationships; movement; and regions. The fundamental themes of geography served as the structure for organizing the discipline in the syllabuses for three reasons.

First, the elements of geography included in post-secondary, introductory general education and teacher education courses can readily be fitted into the fundamental themes. Second, the themes are widely accepted by professional societies of geographers. Third, the themes have been widely circulated and adopted for pre-collegiate curricula, and are thus linked to the objectives of the FIPSE Project for post-secondary education through enhancing the geographic knowledge of preservice teachers (Hill & McCormick, 1989). Therefore, an evaluation component that combined the five fundamental themes with the concepts, skills, and values of geography was deemed necessary if decisions regarding the inclusion and exclusion of content in the syllabuses were to be made with confidence.

The FIPSE Project evaluation design was formulated to address each of those concerns. It was important to provide both quantitative and qualitative data that could be readily used by the faculty members designing course syllabuses. An evaluation procedure would have to return information pertinent to the design of the syllabuses in a timely fashion. The next section discusses the selection processes for identifying instruments for evaluating the FIPSE Project.

THE SYLLABUS STANDARD

The course syllabus is the most basic way that faculty members participate in curriculum development. The main purpose of a syllabus is to enhance the quality of the curriculum and, in so doing, to influence in a meaningful way the intellectual growth and development of students. The combined syllabuses from a department of or degree program in geography represent the information and learning experiences believed to result in informed, competent graduates. With such considerable importance given to syllabuses, one should ask, "How much attention has been given to writing and research regarding syllabus content and design?"

The literature devoted to the content and design of syllabuses falls mainly into the descriptive and reflective realms. There are published articles that describe different types of syllabuses, and there are articles that reflect upon the necessity for a syllabus in each course, as well as on the merits of organizing syllabuses in particular formats. Until recently, there has been relatively little formal research on the design of syllabuses and the effects of syllabus design on students in courses.

Guiding the FIPSE Syllabus Design. An important evaluation component for the FIPSE Project was to compare the syllabuses being prepared with a standard for syllabus design. Several helpful guides to the design of course syllabuses were found. They contained similar suggestions, generally stressing five things which a syllabus does for the instructor of a course.

1. It requires instructors to organize early and think their way through the course prior to the arrival of the students in class;
2. It clarifies the instructor's expectations for students and thus enables them to plan their semester;
3. If clearly designed, it protects the instructor from charges of unfair grading;
4. It presents the students with an image of an instructor who takes teaching seriously and is concerned with course organization and a positive learning experience; and
5. It provides pertinent information about the course to students and others (Illini Instructor Series, 1986).

The published guides to the preparation of syllabuses ranged from self-study packets for college teachers to single page suggestions regarding the most important components. One of the longer works devoted to syllabus design (Wilkerson and McKnight, 1978, #279) is a self-study instructional approach intended to help faculty members construct syllabuses that clearly communicate information about a course. Other more abbreviated syllabus design suggestions have been published mainly by university instructional centers (Altman, 1989; Andrews, 1986; Illini Instructor Series, 1986; Johnson, 1987; Rubin, 1985). While helpful, they tend to be descriptive presentations, rather than analytical approaches to syllabus design.

Only one guide was located in the literature search that provided a systematic, analytical approach to the design of syllabuses (Lowther, et al. 1989). After careful review of the guide, it was selected as the syllabus design standard for the FIPSE Project. The guide was originally published to assist faculty members in the preparation of more effective syllabuses. Research leading to the development of the guide included interviews with teachers and students, reviews of literature, and the analysis of syllabuses from various disciplines. The guide presented a checklist and brief discussion for ten key components of a course syllabus. They included:

1. Basic information: to introduce the instructor and the course;
2. Course purpose, goals and objectives: to clarify expectations for students;
3. Educational beliefs: to present the instructor's beliefs about students, the purposes of education, and the role of the instructor;
4. Content outline: to describe the content to be presented during the course;
5. Assignments and course calendar: to present a class to class session plan for the course, with important dates and assignments;
6. Textbooks: to describe textbooks used in relation to the purposes of the course;
7. Supplemental readings: to identify supplements to the basic course materials;

8. Methods of instruction: to identify the teaching and classroom techniques used during the course;

9. Student feedback and grading procedures: to describe how students will be evaluated and graded; and

10. Learning facilities and resources for students: to identify available campus resources that will be helpful to students.

The guide may be used either as a checklist to verify that the essential elements of a syllabus are included or to suggest different syllabus components that an instructor may consider for inclusion. Not every component included in the guide is necessary for every course.

The course syllabus guide (Lowther, et al., 1989) is a research based instrument useful as a syllabus standard. As a result of its comprehensiveness and usefulness, the guide proved invaluable for identifying and evaluating the standard components of the syllabuses developed by the FIPSE Project.

SURVEYING STUDENT CHARACTERISTICS

There are large numbers of survey instruments available that permit the collection of data useful in drawing a profile of a class, and comparing that profile to a larger, research based sample of students. It was important to select a survey instrument of student characteristics that met the following criteria.

1. It should provide information about a wide range of student behaviors, from basic demographic information to travel and television viewing patterns;

2. It should have a collegiate aged, norm group of relative recency that could be used for comparative purposes.

A survey that met the criteria had been developed by Barrows (1981) and had been used in a prior research study that was related to geography (Hill, 1981). The survey by Barrows addressed the following elements important to building a profile of student groups using the newly designed syllabuses.

1. Demographic data about the students using the syllabuses;

2. Values and opinions of students regarding geographic issues;

3. Media viewing and newspaper reading behaviors of students; and

4. Academic background, including majors, minors, and courses taken.

The data from the survey permitted general information that was of use in identifying content, topics, and issues for consideration in the course syllabuses being developed.

SURVEYING CONTENT, SKILLS, AND VALUES

The content, skills, and values to be included in the geography courses represented by the syllabuses was the third major concern of the evaluation design. There were two major aspects of content selection.

1. The extent to which content, skills and values currently reflected in the discipline of geography were incorporated in the course syllabus design; and

2. The integration of the five fundamental themes of geography within the syllabus.

What elements exert the major influences upon disciplinary content, skills, and values when planning course syllabuses? In order to pursue that question in the design of syllabuses, the Course Planning Exploration (Lowther, 1987) was selected. The Exploration requested information from the faculty members on seven elements of the syllabus planning process.

1. Your Introductory Course and Program. Information regarding the level and purpose of the course was surveyed, as well as information about the students who were expected to, or who generally enrolled in the course.
2. Your Teaching Field. This part of the survey explored the instructor's views of the field being taught. Questions ranged from the field as an organized body of knowledge to concepts, skills, and values.
3. Your Beliefs About Education. This part of the survey queried the instructors for their beliefs on the purposes of education. A rating of the degree to which a series of eight statements matched the beliefs of the instructor, and which of the statements were most like the beliefs guiding the planning of the course.
4. Your Course Planning Activities. The survey examined the typical steps, purposes, and considerations that influenced the course planning process. The influence by the belief system of the instructor, the mission of the academic unit in which the course was being taught, those of external examining bodies, and the particular topics that were included in the course were surveyed.
5. Sources of Teaching Assistance. The survey asked the instructor about the availability of various types of help and technical assistance necessary in planning the course.
6. Arranging Course Content. The survey asked faculty members about the way they preferred to arrange the content for the courses they were planning. The instructor was asked to rate a series of statements regarding the way their course was designed and then to identify from several course descriptions the one that was most nearly like their course syllabus.
7. Communicating Goals to Students. The faculty members designing the courses were asked to identify the methods most frequently used to communicate the goals of the course to students.

The Course Planning Exploration provided a wide range of information regarding the development of the syllabus. It provided a means for faculty members to reflect upon the aspects of course planning influenced by their disciplinary backgrounds, the services available to support course development, the influences of institutional missions on course development, their own views of course planning, and the interaction between curriculum councils and faculty members when courses were designed and reviewed (Stark, et al., 1989).

Content Background in Geography. Establishing a baseline expectation for incoming students who were to use the newly designed course syllabuses was an important consideration. If students had little knowledge of the content to be addressed in a course, the syllabus design must reflect that condition. However, if the students had a basic foundation in the content, the syllabus may immediately move to higher-order considerations of the content. Therefore, it was important to ascertain what knowledge of geography was held by the students enrolling in the courses being developed.

Basic knowledge in geography is interpreted differently by different scholars in the field. The assessment of basic knowledge, with considerations of testing format, validity, reliability, and the effects of prior educational experience each adds a dimension to the basic knowledge students have of the discipline. It was important to measure knowledge with an instrument that had undergone a rigorous development process. A prototype instrument had been developed by Educational Testing Services (ETS) for use in the research study entitled *What College Students Know and Believe About Their World* (Barrows, et al., 1981). The instrument developed for the ETS project included questions covering geographic information and skills. Normative data about incoming first year and exiting final year university students in the United States had been reported using both composite and individual item

results. The instrument was suitable from a geographic content aspect, and the prior research provided data to compare the scores of the FIPSE Project students to the normative group. The Geographic Information Survey was adapted from the ETS instrument and administered to the FIPSE Project participants.

The students enrolled in FIPSE Project courses were also administered the Secondary School Geography Competency Test (National Council for Geographic Education, 1983). This test is a widely used measure of geographic knowledge for secondary students. The test had been subjected to analysis for reliability and validity, but was never normed using a randomly selected sample of students. Despite the latter shortcoming, it was important to use this test since it represented the best available measure of what a professional society of geography educators, the National Council for Geographic Education, believed secondary students should know. The test provided important information about the performance by postsecondary students on a high school level geography test.

STUDENT ASSESSMENT OF THE SYLLABUS

It was also important to survey students regarding their interactions with the FIPSE Project syllabuses. This was done in two ways. First, a site visitation was made to each FIPSE Project center during the first year of the project. Students were interviewed using a protocol that focused upon the syllabus, its components, and utility for students. The way which the content in the syllabus complemented the K-12 social studies and geography curriculum of each state in which Centers of Excellence were located was discussed during the site visit. If the syllabuses were to have the filter-down effect to the K-12 curriculum in social studies and geography, it was essential for the preservice teacher education students enrolled in the academic courses to recognize the application of the knowledge to their responsibilities as teachers.

During the second year of the FIPSE Project, the students were asked to respond to the Syllabus Survey. The Survey asked for student responses to three general categories of information regarding the course syllabus: the information it included; its usefulness; and how it helped them prepare for the course. The Syllabus Survey was based upon *Writing Course Syllabi for Improved Communications* (Lowther, et al., 1989) and *Student Goals Exploration* (NCRIPTAL, 1989).

THE EVALUATION TIMELINE

The formative evaluation for the FIPSE Project began with the design of the evaluation protocol. A timeline was established for the three years to guide the administration of instruments and surveys and for the return of data and interpretations to faculty members to use in the development of the syllabuses. The timeline was as follows.

> September, 1987 - May, 1988. During this period the review of literature devoted to syllabus development was completed. The search for acceptable formative evaluation instruments was carried out, and permission to subsequently use instruments was obtained.
>
> May - June, 1988. Reports from the literature search on syllabus design were forwarded to the FIPSE Project Centers. An initial draft of the newly proposed course syllabus was examined by the evaluator using the standard for syllabus development (Lowther, et al., 1989).The results of the syllabus reviews were summarized and checklists comparing each syllabus to the standard were returned to each of the directors.
>
> May - August, 1988. Prior to beginning instruction using the newly designed syllabuses, faculty members completed the Course Planning Exploration (Lowther, 1987). The completed Exploration was sent to the evaluator for review and analysis.

June - August, 1988. Visitations were made to each of the FIPSE Project sites. The visitations were made by the co-directors of the FIPSE Project and the evaluator. A site visitation and evaluation protocol was developed by the evaluator so that the same information was collected at each site. The students in the courses and the project directors were asked specifically about the relationship of the course syllabuses to the local and state curriculum guidelines for geography and social studies. Summaries of the site visits were prepared and, along with the field data from the Protocol, were submitted to the evaluator. Summaries of the site visit reports were forwarded to the directors at each of the FIPSE Project Centers.

June - August, 1988. The students enrolled in FIPSE courses were administered three instruments discussed earlier: the Geographic Information Survey; the Participant Background Survey; and the Secondary School Geography Competency Test. The data from those instruments were reported to FIPSE Project faculty members as the revision of the course syllabus began in September 1988.

September, 1988 - June, 1989. Data from the surveys administered during summer, 1988, were processed and analyzed. The syllabus design process was monitored at the eight centers through correspondence and telephone interviews. At each center, an advisory committee of students from the 1988 course was included in the evaluation of the syllabus. The committees provided suggestions to their Center Directors and helped rework the syllabuses based on the experience of the initial course. The 1989 summer evaluation was prepared during this period.

April - August, 1989. The Syllabus Survey and the Participant Background Survey were mailed to each FIPSE Project center director for administration to students. A telephone interview was held with the directors of FIPSE Project courses to ascertain how the syllabus was functioning and to arrange for the administration of the Syllabus Survey and the Participant Background Survey. The responses to the Syllabus Survey were tabulated, interpreted, and returned to the center directors for consideration in making changes in the final drafts of the syllabuses.

March, 1990. The Course Planning Exploration was mailed to the center directors with a request that they complete the Exploration with reference to the final draft of the course syllabus.The responses from the 1988 and 1990 administrations of the Exploration were compared to determine any changes in philosophy of the faculty member, institutional mission, or content focus may have affected the development of the final course syllabus.

THE USE OF THE DATA FROM THE EVALUATION

The data from the instruments, surveys, and the results of site visits and telephone interviews were processed and interpreted. Suggestions and comments by the evaluator were prepared and returned to the directors of the centers. Data were not distributed between centers, and comparisons were not made between or among centers: evaluation data were forwarded only to the center from which they were submitted. There were several considerations underlying the decision not to directly compare centers. First, there was considerable variation in the course development procedure from center to center, and this was viewed as positive since the syllabuses were not intended to display similarities beyond the discipline of geography and the five fundamental themes. Second, the range of backgrounds for students who participated in the course syllabus development was great. Therefore, it was judged that comparisons of the data between and among centers would not provide meaningful information. The data from each center were either referenced to the criterion measures cited earlier, or were treated as descriptive data subject to interpretation on a center by center basis.

The data that were returned to the center directors, generally in tabulated format, included interpretive comments from the evaluator. The data and interpretive comments about the syllabuses were based upon information from either analysis of data from students using the document, or by comparing the syllabus

to the standard. The center directors were left to their own judgment whether or not to incorporate the evaluation suggestions or interpretations of the data in redesigning the syllabus.

Several considerations were necessary in using the data from the evaluation. The instrument validity for the students in the FIPSE Project courses was a primary concern. One element of the evaluation that presented several important questions was the Survey of Geographic Information (Barrows, 1981). That instrument was a test of geographic content, skills, and values. The center directors voiced concern that the test was difficult, and contained information that the students may not have studied. That concern reflected on the validity of the test. In order to address the validity question, a fifth option was added to the four option multiple-choice design of the test questions. The students were instructed to mark the fifth response if they had never studied that information. Individual questions were identified that were judged invalid. While individual students did use the designator of invalidity and despite the perceived difficulty of the questions, there was close agreement among two-thirds or more of the respondents that nearly all of the questions were based on geographic information valid for post-secondary students.

As a second check on the validity of the questions on the Geography Information Survey, the faculty members engaged in the syllabus development were requested to review each item on the test and classify it as either essential knowledge for introductory geography, or not essential. While several items were judged to test non-essential information, there was considerable agreement that most items tested essential, valid information.

WHAT THE DATA TOLD ABOUT THE COURSE SYLLABUS DEVELOPMENT PROCESS

Information from the evaluation of the FIPSE Project is described in this final section. The evaluation procedure was described earlier, and data comparing the eight centers are not reported. However, three aspects of the evaluation in general are reported in this section. They are the interpretations of data from the Course Planning Exploration, Syllabus Survey, and the way in which the syllabus complemented the local and state social studies curriculum guide for pre-collegiate education.

The Course Planning Exploration (Lowther, 1987) permitted analysis of the influences exerted on course and syllabus planning by faculty members' backgrounds and their discipline, educational beliefs, and institutional contexts, including student characteristics. In the following discussion, two general categories of influences are discussed. They are: influences by the faculty members who were planning course syllabuses and influences of the institutional context on course syllabus planning.

Faculty Related Influences. The data from the Course Planning Exploration suggested that faculty related influences in the design of the course syllabuses were principally in the areas of subject-matter discipline, beliefs about the purposes of education, and faculty members' backgrounds.

The influences that shaped the content of the syllabuses were deeply rooted in the academic backgrounds of the instructors. Such an observation is not unexpected, since the FIPSE Project had a specific geographic orientation. This observation is consistent with reports on the influence of discipline background in syllabus development by faculty members from other subject areas (Stark, et al., 1989).

The faculty members designing course syllabuses viewed geography as an organized field of knowledge, consisting of an interrelated set of concepts, ideas, skills, and principles/theories. They also viewed the discipline as a set of skills to be mastered and applied, but that view of the discipline was less prominent. The views of geography as both organized knowledge and skills to be applied were reflected in the design of the syllabuses, as was the spatial orientation of the content incorporated.

While the influence of the discipline was important, the data also suggested that the instructors' beliefs about the purposes of education were an important influence upon the design of the course syllabuses. Data from the Course Planning Exploration revealed six specific beliefs about education held by the faculty members. The beliefs are ranked from first (1) to last (6) in importance.

1. Teaching students to think effectively;
2. Pursuing systematic instruction in geography;
3. Helping students clarify values and make commitments;
4. Helping students to make the world a better place;
5. Helping students gain personal enrichment; and
6. Preparing students for jobs.

Faculty members generally believed that the content of the syllabus was selected based upon its importance to effective thinking and to foster the student's intellectual and personal growth. Helping students develop knowledge of the world and the issues confronting societies using the fundamental themes, concepts, ideas, and skills of geography was the rationale for including specific content in the syllabus. Another frequently cited rationale was to help students learn to think geographically about the world in which they live and the issues confronting the people of the world.

Another common concern of faculty members designing course syllabuses was an interest in the pedagogical issues of teaching. They believed that effective classroom teaching was important in post-secondary education.

The Course Planning Exploration data also revealed that faculty members followed similar steps in planning the course syllabuses. The following steps are presented in the order in which they came into play in the syllabus design process.

1. Selection of content to be presented;
2. Consideration of student characteristics;
3. Consideration for how students learn, using different delivery modes as well as the same mode in different ways (highly as compared to less structured lecture);
4. Selection of objectives was made most generally from the faculty member's own academic experience or from available printed resources; and
5. Selection of materials and activities for instruction.

The faculty members designing courses and syllabuses in the FIPSE Project presented their views of geography through the way they arranged content. The data from the Course Planning Exploration suggested that four distinct aspects of content were considered.

1. There was a principal concern with the concepts of the field. In a literal sense, the concepts of the field included the five fundamental themes of geography since each of the themes contains several concepts or ideas about the discipline;
2. There was a general concern expressed by faculty members about how students learn content based material;
3. The way that knowledge is organized, and in this case its spatial perspective, was viewed as an important aspect of course content; and
4. The process for helping students use knowledge, with related skills from the discipline, was viewed as important. There was a persistent belief that geography has applications to one's life.

Institutional Context Influences. The institutions set the contexts within which the development of the course syllabuses took place. The data suggested that faculty members in the project agreed that certain institutional influences were important. They were:

1. The characteristics of the student clientele;

2. Pragmatic issues that occur within the institution that are perceived as beyond one's immediate control;

3. Program and institutional goals, and the alignment of the syllabus with program goals strived for by the institution; and

4. The influence of available textbooks as a foundation remained an important consideration in syllabus planning.

The course syllabuses developed in the FIPSE Project reflected the important role of content and disciplinary field in course design. Several influences shaped and molded syllabuses, as did the process by which they were developed for consideration or inclusion within the institutional context. The various elements that went into developing course syllabuses passed through a number of filters. While the filters were generally consistent at each of the project centers, it was not so rigid as to prevent a measure of uniqueness to be reflected in the different course syllabuses designed.

The Syllabus Survey. The FIPSE Project had progressed during the second year to second and third drafts of syllabuses being used in collegiate courses. The Syllabus Survey was designed so that students in courses could react regarding the usefulness of the syllabus and the way it helped them prepare for and progress through the course (Lowther, et al., 1989; NCRIPTAL, 1989).

The Syllabus Survey requested the students to classify whether the course syllabus they were using was helpful in a number of different respects. In some syllabuses nearly all possible elements as represented by *Writing Course Syllabi for Improved Communications* (Lowther, et al., 1989) were included. In others, the faculty member developing the syllabus had elected not to include certain components. Students were given the opportunity to respond to both the components included in the syllabus, as well as to consider the desirability of components that were not included. Students were asked to respond if a component of the syllabus was either helpful, somewhat helpful, or not helpful, in preparing for and completing the course. If a potential component of the syllabus were not included, and students believed that it should have been included, there was a response option to indicate it should have been included on the syllabus. Students were given the option to judge the general categories of information on the course syllabus as essential, important, somewhat important, or not important (Lowther, et al., 1989).

The Syllabus Survey provided an indication of student reactions to instructor and course information, textbooks, grading and course purposes, goals, objectives and the importance of the syllabus as a resource for learning. A summary question asked the students to judge the overall importance of the course syllabus.The tallies of responses for several pertinent, but general questions on the Syllabus Survey revealed the following information (Table 1).

Table 1
The Syllabus as a Resource for Learning:
Geography FIPSE Project Courses

	A*	B*	C*	D*
The syllabus as a guide for the course	3%	2%	31%	64%
The syllabus coverage of the fundamental themes of geography	2%	4%	36%	58%
The overall information in the syllabus	0%	1%	23%	76%

*A = not important
*B = somewhat important
*C = important
*D = essential

The importance of course syllabuses as resources for learning was consistently recognized. The syllabuses were generally given an important or essential rating by students in the classes. These data suggest that the design followed by the FIPSE Project resulted in course syllabuses that were usable and informative in the hands of students.

The data from the survey also point out the important role of the five fundamental themes of geography in the content organization of the syllabuses. The five fundamental themes represent the central concepts and ideas from geography for K-12 education. This is especially important, since the course syllabuses also complemented local and state curriculum guidelines for K-12 social studies and geography education. The combination of those two factors—the fundamental themes and the content to complement the K-12 curriculum—provides preservice teachers with the disciplinary structure and information necessary for teaching geography, especially in the middle and junior high school grades.

SUMMARY

The evaluation for the FIPSE Project was based upon formative evaluation procedures. Evaluation data were collected, analyzed, interpreted, and returned to the faculty members designing the courses. An array of instruments was used to provide specific as well as general, and quantitative as well as qualitative data about the course planning and syllabus development process. The evaluation was designed to provide information to faculty members that would be helpful in the preparation of the course syllabuses.

The data suggest two things about the course development process. First, the courses progressed through several stages that were quite similar to the "contextual filters" model for course planning proposed by researchers at the National Center for Research to Improve Postsecondary Teaching and Learning (Stark, et al., 1989). The model, shown in Figure 1, illustrates the relationships between the various components of course planning, and shows the components that have greater influence on the course syllabus planning process. Similarly to the model (Fig. 1), the disciplinary view of faculty members served as a basic antecedent to course syllabus planning. Disciplinary views had greater importance in the course planning process than did the contextual components of the institution, for example.

Second, from a practical viewpoint, the data from the evaluation suggest that the course syllabuses from the Project are useful and helpful for students. While the syllabuses separately reflect the unique aspects of faculty members and the institutions where they teach, they also incorporated the fundamental themes of geography education. Each syllabus and course complements the state or local curriculum guidelines for geography instruction.The FIPSE Project was successful in designing syllabuses to serve as prototypes for course development in geography for postsecondary education of both general and teacher education students.

BIBLIOGRAPHY

Altman, H. B. 1989. Syllabus shares "what the teacher wants". *The Teaching Professor* 3(5):1-2.

Andrews, P. H. 1986. The importance of a good syllabus. *Notes on Teaching and Learning*. Indiana University.

Barrows, T. S., et al. 1981. *College Students' Knowledge and Beliefs: A Survey of Global Understanding*. New Rochelle, NY: Change Magazine Press.

Barrows, T. S., et al. 1981. *What College Students Know About Their World*. New Brunswick, NJ: Transaction Publishers.

Hill, A. D. 1981. A survey of global understanding of American college students. *The Professional Geographer* 33(2):237-245.

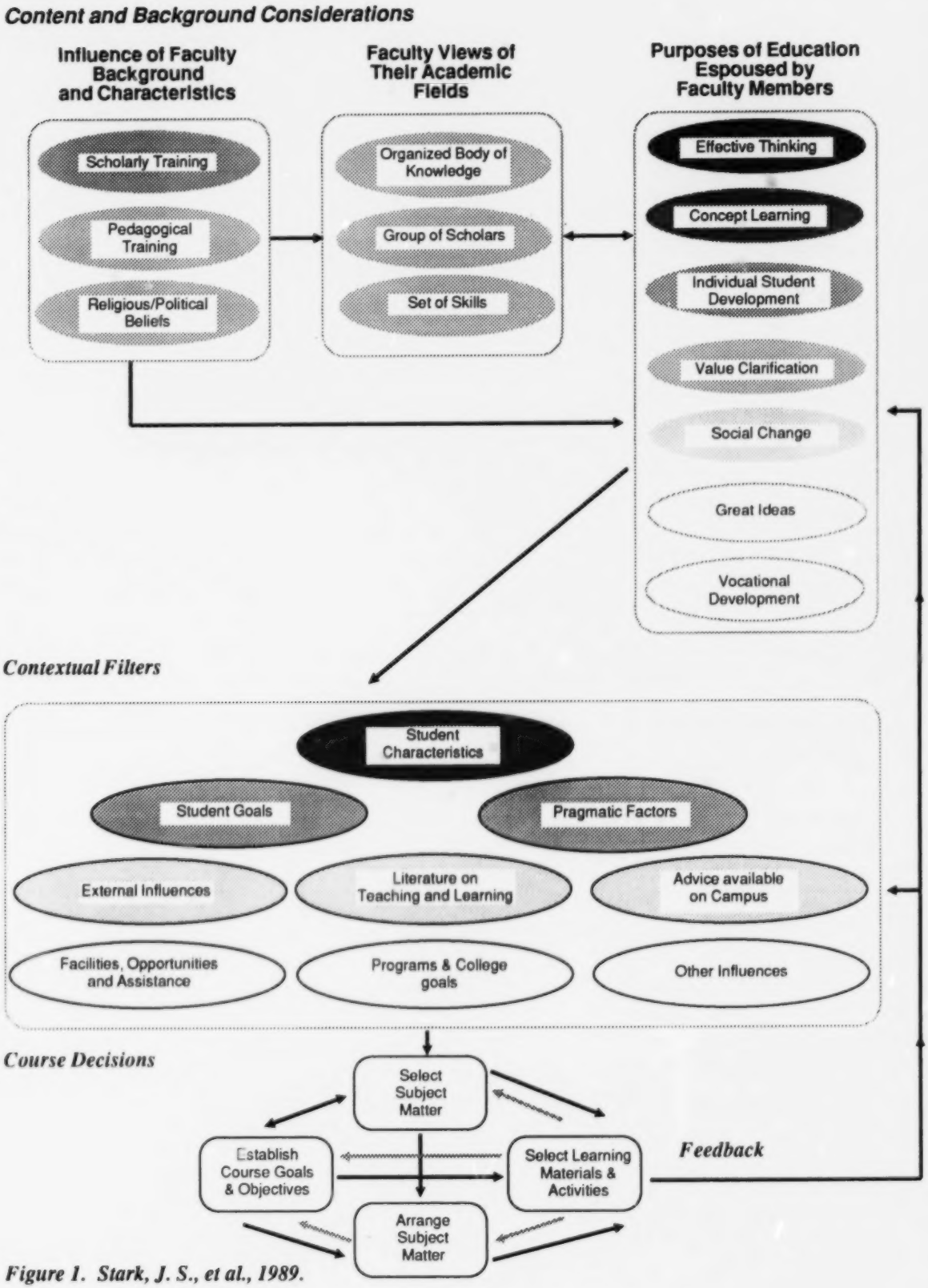

Figure 1. Stark, J. S., et al., 1989.

Hill, A. D., and R. McCormick. 1989. *Geography: A Resource Book for Secondary Schools*. Santa Barbara: ABC-Clio, Inc.

Illini Instructor Series. 1986. *Preparing a Course Syllabus*. University of Illinois at Urbana-Champaign.

Johnson, G. R. 1987. Those first few days: some tips about teaching. *Network Newsletter on College Teaching-Texas A & M University* 6(1):1-3.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, DC: Association of American Geographers and National Council for Geographic Education.

Lowther, M. A. 1987. *Course Planning Exploration*. Ann Arbor: National Center for Research to Improve Postsecondary Teaching and Learning.

Lowther, M. A., et al. 1989. *Writing Course Syllabi for Improved Communications*. Ann Arbor: The National Center for Research to Improve Postsecondary Teaching and Learning.

National Council for Geographic Education. 1983. *The National Council for Geography Education Competency-Based Geography Test: Secondary Level*. Indiana, PA: National Council for Geographic Education.

NCRIPTAL. 1989. *Student Goals Exploration: Version M* (Draft). Ann Arbor: University of Michigan National Center for Research to Improve Postsecondary Teaching and Learning.

Rubin, S. 1985. Professors, students, and the syllabus. *Newsletter of the Teaching and Learning Center*. University Nebraska-Lincoln.

Stark, J. S., et al. 1989. *Synopsis of Findings of Planning Introductory College Courses: Influences on Faculty* (Draft). Ann Arbor: National Center for Research to Improve Postsecondary Teaching and Learning.

The Joint Committee on Standards of Educational Evaluation. 1981. *Standards for Evaluations of Educational Programs, Projects, and Materials*. New York: McGraw-Hill.

Chapter 3

GEOGRAPHY 4340

FUNDAMENTAL THEMES IN GEOGRAPHY*

Richard G. Boehm
Department of Geography & Planning
Southwest Texas State University

INTRODUCTION

Texas Essential Elements. In Texas, the program of instruction appears in the Chapter 75 curriculum guide, and geography is listed in the social studies essential elements. The essential elements for grades K-6 generally follow the expanding horizons model with the primary grades focusing on personal, school, neighborhood and community geography. In grade 4, students study the geography of Texas, while in grade 5 the regional emphasis is on the United States. The rest of the world is taught in grade 6. In the 7th grade, children take a course called Texas History and Geography, which has become about 95 percent history and 5 percent geography. World Geography Studies is taught at the 9th or 10th grade level as an "either/or" selection with World History. Various area studies courses are offered as electives and in some schools an honors geography course is offered, usually at the 12th grade.

Actually, there is a reasonable amount of geography in the Texas essential elements. Virtually every social studies course requires some geography content. The problem is that teachers are not teaching the geography portion of social studies courses because they do not have an adequate geography background. Most teachers have been certified in history or government and have had little or no course work in geography.

Preservice Certification Programs. In Texas, teachers who are certified to teach at the elementary level may do so without having had a college-level geography course. At several universities where certification is possible, no geography courses are offered. Or, Schools of Education do not require a geography course.

In several universities where certification at the elementary level is available, one geography course is required. Thus, it is essential that the one course be carefully designed to provide the maximum background for the preservice teacher.

A secondary certification program in geography is available. Those preservice teachers take a program of study that is the equivalent of a major in geography. However, not all universities in the state that offer certification programs have Departments of Geography. Thus, many students are certified in history, government, or a social studies and may have as little as one geography course.

---

*This syllabus was developed with the help of the following curriculum consultants: Ted Grant, Goodnight Junior High School, Brenda Butler and Kathi Brandon, Lamar Sixth Grade, in the San Marcos School District.

Perhaps the biggest problem at the secondary level for geography is that history totally dominates the social studies field. In a sample 18 month period spanning 1986-88, 2,817 students passed the Examination for the Certification for Educators in Texas in the four major social studies subjects. Of these, 2,129, or 75.6 percent were in history.[1] Very few, if any, history certification programs require even a single geography course.

It is in the interest of both history and geography that one course be made available that will help both geography and history preservice teachers. This is particularly important for those who are preparing to teach social studies where history and geography are fused, such as in grades 4-8.

The Infusion of Geography into History and/or Social Studies Courses. In Texas, the elementary social studies curriculum provides for the teaching of history, geography, government and economics in grades 4-6. At grade 4 the focus is Texas, at grade 5 the emphasis is on North America, particularly the United States, and at grade 6 the rest of the world. Citizenship skills are also required.

The typical elementary school teacher has had no more than 18 hours of social studies. It is not uncommon for those 18 to be 12 hours of history and six hours of government. If there is any geography, it is one course.

From a pragmatic standpoint, the social studies that is taught at grades 4-6 is largely history with some geography infused. The geography that does get taught is generally the geography that is necessary and important to the teaching of history. While there is nothing wrong with teaching the geography of past times, this process avoids the dynamic, elegant geography of the present. The problem is further aggravated at grades 7 and 8. Grade 7 is Texas History and Geography, and while at one time this course was 50 percent history and 50 percent geography, today it is almost exclusively history. Teachers of this course routinely refer to it as Texas History, revealingly clipping off the word "Geography". This course is a model of the failure of the process of infusing geography with history. Each subject has its own uniqueness. History is the study of events in a chronological framework; geography is the study of places and regions in a spatial context. Unfortunately, virtually all of those who teach Texas History and Geography have been certified as history teachers with little or no background in geography. The same can be said for those who teach 8th grade American History. While the essential elements identify a number of important geographic concepts, few get taught because the teachers have been certified in a history program.

Course Design and Target Audience. This course, Fundamental Themes in Geography, was designed for the preservice teacher trainee or for the inservice teacher, who is likely to take only one geography course. A careful analysis was made of the Texas social studies essential elements to determine what geography should be taught in grades 4-8. Clearly, the regional focus is on Texas, the United States, and then the rest of the world.

Beyond this, it can never be assumed that students arriving at grade 4 will have developed basic geography skills despite the fact that they are clearly enumerated in the Texas essential elements for grades K-3. This course provides a background in map reading, location, earth-sun relationships, understanding map symbols, making and using maps, and the characteristics of regions.

The five fundamental themes of geography (location, place, human-environment relationships, movement, and regions) are used as an organizing framework because they have become an integral part

[1]Of the remaining 688 social studies preservice teachers, 533 or 18.9 percent, were certified in government, 91 or 3.2 percent in geography and 64 or 2.3 percent in economics.

of the national curricular reform movement in geography and they are found almost uniformly in all new texts, workbooks and video materials produced for teaching school geography (Joint Committee 1984).

The target audience is the preservice teacher trainee who may only have the opportunity to take one geography course at the university level. This includes the new teacher who has followed a program of certification in history, or perhaps in lesser numbers, those certified in government. Since so much of the social studies curriculum is history, perhaps a well-designed geography course will help to encourage the history teacher to impart good geography to his or her students.

Another target audience is the inservice teacher. Many teachers feel a responsibility to teach more geography, particularly in response to the national reform movement in geographic education. Teachers may be able to take only one geography course, and that course must be high quality and have geographic content appropriate for the middle school teacher.

The following course (Fundamental Themes in Geography) is rich in content and geographic skills. Course objectives are articulated as are several teaching activities for each unit within the course. The course offers university faculty the opportunity to do something that has not been done well in the past—the preparation of teachers of geography by offering them content and appropriate methodology for teaching geography in grades 4-8 in Texas schools.

COURSE INFORMATION

Course Name:	Geography 4340
Instructor:	Dr. Richard G. Boehm
Office:	Evans Liberal Arts 139
Office Hours:	Monday-Friday 3:30-5:00 p.m.
Phone:	245-2170

General. This is a three-hour course that is basically a lecture course, with some outside reading and some in-class workshop activity. A text will be required to supplement the lectures and reading assignments will follow the "Major Topics" listed in the course calendar. Additional supplementary items such as maps, atlases, globes, handouts, outline maps and audio-visual materials may be utilized. Various instructional activities will be demonstrated in class. A term project, involving the development of a lesson plan, will be required. This course has been correlated closely with the State of Texas social studies essential elements, Grades 4-9.

Background of Students. This course is designed primarily for senior level preservice teacher trainees. It is expected that these students will have had little or no geography in their academic backgrounds.

(NOTE: In the summer, this course may be modified and offered as Geography 5340, Geography for Teachers. Geography 5340 is appropriate for inservice training of social studies or geography teachers. It is assumed that these students will have had little geography coursework in their backgrounds. Since 5340 is a graduate course, additional written assignments will be required.)

The idea is to take students to a minimum-level of geography content knowledge with an understanding of where that knowledge fits into the curriculum requirements for Texas Schools. There will be a modest introduction to teaching methods and a variety of instructional activities.

This course cannot replace a major or minor program in geography. Preservice teachers, who have a primary interest in teaching geography, should seek proper advising for a certification program.

COURSE OBJECTIVES

General. The overall objective of this course is to prepare future teachers to teach geography in the schools of Texas. The course content has been correlated with the essential elements of the Texas school

curriculum in social studies. It has been assumed that this will be the only college geography course that many of the students in this course will take.

Specific Objectives. Upon finishing this course, students should be able to:

1. Utilize the five fundamental themes of geography as a structure for analysis and understanding of major regions of the world
2. Utilize map and globe skills
3. Distinguish and describe the physical and cultural characteristics of places
4. Discuss the relationship between history and geography in the development of Texas
5. Discuss the relationship between history and geography in the development of the United States
6. Analyze the relationship between the physical and cultural environment in various regions of the world
7. Interpret the spatial organization of society through an investigation of movement or human interaction
8. Investigate the concept of region by studying various areas of the world
9. Analyze and distinguish similarities and differences within and between regions
10. Describe the essential elements in geography in grades 4-9 for Texas schools
11. Develop instructional activities for geography in grades 4-9 that relate to the essential elements of the Texas school curriculum

COURSE OUTLINE

Course Calendar (Fall or Spring Semester):

Major Topics	Correlated to Grade Levels, Texas State Social Studies Curriculum	Number of Lectures
1. Introduction to Geography - Five Fundamental Themes	4th, 5th, 6th 7th, 8th, 9th, or 10th	6
Exam over Introduction		**Week 3**
2. Texas Geography	4th, 7th	5
3. U.S. and Canada	5th, 8th	5
4. Europe	6th, 9th or 10th	5
5. U.S.S.R.	6th, 9th or 10th	5
6. Oceania	6th, 9th or 10th	1
Exam over Developed World		**Week 10**
7. Middle East	6th, 9th or 10th	5
8. Asia	6th, 9th or 10th	4
9. Africa	6th, 9th or 10th	3
Written Project Due		**Week 14**
10. Latin America	6th, 9th or 10th	4
Exam over Underdeveloped World		**Week 16**
	Total Lectures	**43**

Course Content:

I. Introduction

A. Introduction to geography
   1. Geographic education in American schools
      a. Tests of competence
      b. Comparison with students in foreign countries
      c. General status of geography in America's schools
   2. Geographic education in Texas schools
      a. Curriculum
      b. Essential elements/subelements
   3. The spatial focus
      a. Comparison with the temporal focus of history
      b. Horizontal space in relationship to time and money
      c. Spatial organization of society
   4. Geography as an integrative discipline
      a. Diverse knowledge brought to bear on areas of the world
      b. The core of geography
   5. The usefulness of geography in everyday life
      a. Better understanding of foreign cultures
      b. Aid to furthering international business
      c. Global interdependence
      d. Importance of maps
      e. Geography and careers

B. Organization of this course
   1. Five fundamental themes of geography
      a. Location
      b. Place
      c. Human-environment relationships
      d. Movement-human interaction
      e. Regions
   2. Geography of Texas
   3. World regional geography

C. Location
   1. The importance of maps to geographers (types of maps)
   2. Map reading, geographic grids, scale, symbols, distance, direction
   3. Latitude, longitude
   4. Relative location

D. Place
   1. Physical characteristics
      a. Climate, including earth-sun relationships
      b. Landforms, including process where appropriate
      c. Soils
      d. Flora and fauna
      e. Hydrology (water cycle)
      f. Natural resources

2. Cultural characteristics
    a. Population
    b. Language
    c. Ethnic background
    d. Religion
    e. Politics
    f. Economic activities
    g. Settlement Patterns

E. Human-environment relationships
    1. Environmental determinism, possibilism, and the two-way interaction between the physical and cultural environment
    2. Pollution and waste management
    3. Natural and human generated hazards
    4. Environmental perception
    5. Population and limits to growth

F. Movement-human interaction
    1. Migration and other movements of people such as refugees
    2. Historical development of regions
    3. Spatial organization of society
    4. Transportation
    5. Foreign trade
    6. Global interdependence

G. Regions
    1. A geographic "tool"
    2. Common types of regions
        a. Uniform
        b. Functional
        c. Physical
        d. Political
        e. Cultural
    3. Subregions
    4. Boundaries
    5. Transition zones

Suggested Topics for the Development of Instructional Activities

World map of errors (Boehm and Petersen 1987).
Geography of endangered species.
Topographic scavenger hunt (Boehm, activity A).
Gang of fourteen: a game for learning about world climates (Montgomery et al. 1988).
Five fundamental themes of geography (Joint Committee 1984).

II. Texas

A. Introduction to the geography of Texas
    1. Location of Texas
        a. Relationship to other areas in North America
        b. Relationship to areas in Latin America
        c. Relationship to Gulf of Mexico
    2. Size of Texas
        a. Area
        b. Latitude/longitude
        c. Distances
    3. Physical environment
        a. Rainfall
        b. Temperature
        c. Soils
        d. Landforms
        e. Natural Vegetation
        f. Animal life

4. River systems
5. Population
    a. Distribution
    b. Density

B. Historical geography of Texas
1. Prehistoric settlement
2. Native Americans in Texas
3. Arrival of Europeans
    a. Exploration and conquest
    b. Missions
    c. Role of Spain
4. Austin's colony and early American settlement in Texas
5. Road to revolution
6. Texas revolution
    a. Historic locations
    b. New boundaries
7. Republic of Texas
    a. Settlements and population growth
    b. Expeditions
8. Statehood
    a. New boundaries
    b. War with Mexico
9. Civil War
    a. Secession
    b. Trade disruption
    c. Battles
10. Texas under reconstruction
11. Economic development
    a. Ranching
    b. Cotton
    c. Oil
12. Modern period
    a. Industry
    b. Transportation

C. Human-environment issues in Texas
1. Water resources
2. Environmental hazards
3. Pollution
    a. Air
    b. Water
    c. Solid waste
4. Irrigation
5. Endangered species

D. Movement/human interaction
   1. Urban society
   2. Transportation
   3. Foreign trade
   4. Industrial development
   5. Border development
      a. Maquiladoras
      b. Tourism
   6. Population movements
   7. Tourism
   8. Energy
   9. Commerce

E. Regions of Texas
   1. Coastal Plains
   2. North Central Plains
   3. Great Plains
   4. Mountains and Basins

Suggested Topics for the Development of Instructional Activities

Events and places in Texas geography and history. Use the Texas map (Texas 1986).
Urban spheres of influence for Texas cities (Boehm, activity B).
Regional characteristics of Texas.
Animals and plants from the Natural heritage of Texas map (Natural 1986)

III. UNITED STATES AND CANADA

A. Geographical setting
   1. Major rivers, landforms, etc.
   2. Climate regions
   3. Location of major resources
   4. Relative position with respect to Mexico, Canada and other areas

B. Influences on historical development
   1. Earliest inhabitants - reasons for settlements
   2. Early settlements and westward movement
   3. Territorial evolution and changing boundaries
   4. Importance of historical sites
   5. Transportation and trade

C. Cultural background
   1. Population
   2. Settlement patterns
   3. Ethnic origin
   4. Religion
   5. Language
   6. Industrialization
   7. Agriculture

D. Human-environment relationships
   1. Water
   2. Air
   3. Solid Wastes
   4. Mining and mineral production
   5. Endangered species
   6. Natural disasters
   7. Nuclear energy development

E. Movement/human interaction
   1. Rural to urban migration
   2. Interstate highway system
   3. Urbanization and industrialization
   4. Movement of freight
   5. Movement of people
   6. Recreation and tourism
   7. Foreign trade and global interdependence

F. Regions of U.S.
   1. Different ways to regionalize the U.S.
      a. Physical
      b. Political
      c. Economic
      d. Functional
   2. Case studies of regions

Suggested Topics for the Development of Instructional Activities

A thirty-eight state U.S.A. (Pearcy 1972).
Nine Nations of North America (Garreau 1981).
The international pencil (Wolken 1984)
Map of errors for the United States (Boehm and Petersen 1987).
Climate and history (Ansley and Pritchard, 1987).

IV. EUROPE

A. Location and extent of Europe
   1. Nations, cities, rivers, oceans, seas
   2. Latitudinal location, longitude (prime meridian)
   3. Europe relative to the U.S.S.R., Africa, Middle East
   4. Major sea lanes

B. Physical geography of Europe
   1. Latitudinal location vis-à-vis North America (length of day)
   2. Landforms, peninsulas, fjords
   3. Ice Age processes (scouring and depositing), loess
   4. Major climatic zones: North Atlantic Drift, westerly winds, marine vs. continental climates, deep indentation of water bodies
   5. Hydrology
      a. Major river basins
      b. Lakes
   6. National resources

C. Cultural characteristics of places and regions
   1. Language
   2. Ethnic diversity
   3. Religion
   4. Political systems
   5. Economic systems
   6. Industrialization
   7. Agriculture
   8. Fishing
   9. Forestry
   10. Mining
   11. Tourism
   12. Energy production

D. Human-environment relationships
   1. Water
      a. Pollution of lakes, rivers (Rhine) and seas
      b. Ground water
   2. Air
      a. Acid rain and deforestation (West Germany)
      b. Impact of automobiles and industry
      c. Nuclear fallout

3. Solid wastes
    a. Toxic waste disposal and management
    b. Radioactive waste disposal and management
    c. Trash, sanitary land fills
    d. Recycling
4. Development of nuclear energy (the Green Party)
5. Mining and mineral production
    a. Stripmining and land reclamation
    b. North Sea offshore oil production
    c. Coal mining
6. Environmental hazards (The Netherlands)
    a. North Sea storms and floods
    b. Earthquake (Italy)

E. Migration, movement and human interaction
1. Historical geography
2. Territorial evolution of Europe
3. Period of Discovery and Exploration
4. Development of a system of colonies
5. The Industrial Revolution
6. Rise of urbanization
7. World Wars I and II and boundary changes
8. Redevelopment after World War II
    a. Multinational economic cooperation (Coal and Steel Community, EC, Commonwealth of Nations, European Free Trade Association, COMECON)
    b. Cooperative defense groups
9. Transportation
    a. Freight (modes of transport)
    b. People (modes of transport)
10. Barriers to movement (Iron Curtain, Walls)
11. Leisure time - recreation and tourism
12. Foreign trade and global interdependence

F. Regions of Europe
1. Eastern Europe and political/economic ties to the U.S.S.R.
2. United Kingdom
3. The Ruhr
4. Switzerland
5. The Basques
6. France

Suggested Topics for the Development of Instructional Activities

Cultural heritage (Bonnecarre et al. 1988).
Submersion of Venice.
Barriers to movement and political boundaries: the Berlin Wall.
International incidents of pollution of the Rhine River.
Tourism and recreation.

V. U.S.S.R.

A. A nation of continental size
   1. Location (landforms and 25 largest cities)
   2. Latitudinal location
      a. Comparison with the U.S.
      b. 8.6 million square miles as a burden as well as a blessing
   3. Location of the U.S.S.R. relative to surrounding nations

B. Physical geography of the U.S.S.R.
   1. Landform
   2. Major climatic zones
      a. Precipitation, temperature, length of day related to latitudinal location
      b. Natural vegetation
      c. Animal life
   3. Hydrology
      a. Rivers north in Siberia, south in European Soviet Union
      b. Lakes
   4. Natural resources

C. The human mosaic in a planned economy
   1. Industrial core
   2. Agricultural distribution - Fertile Triangle
   3. SSRs, *Kolkhoze*, *Sovkhoze*, Oblasts, ASSRs, AOs, nationalities
   4. Population
   5. Planned economy
      a. Successes
      b. Failures
   6. Quality of life
      a. Housing
      b. Education
      c. Health
      d. Recreation
      e. Prices and availability of goods and services
   7. Religion
      a. Orthodox
      b. Jews
      c. Moslems in Soviet Middle Asia
   8. *Glasnost* and *Perestroika*

D. Issues in the human use of the environment
   1. Environmental handicaps to agriculture
      a. Permafrost drainage
      b. Winters
      c. Dryness
      d. Mountains
   2. Shrinking of the Caspian and Aral Seas - water transfers
   3. Nuclear energy - the lesson of Chernobyl
   4. Armenian earthquakes
   5. Virgin and Idle Land Scheme (1954)

E. Migration, Movement and Human Interaction
   1. Early settlement patterns and territorial evolution

2. Railroad building - 1930's
    a. Double tracking of the Trans-Siberian
    b. South-Siberian
3. Freight transport
    a. Rail
    b. Truck
    c. Barges - development of the Volga waterway
4. Public transportation
    a. Trains
    b. Buses
    c. Air
    d. Private vehicles
5. Population movements or migrations
    a. Rural to urban
    b. Urbanization
    c. Relationship to five-year plans and industrialization
    d. A result of World War II
6. Foreign trade
    a. Bilateral versus multilateral trading
    b. State trading

F. Regions of the U.S.S.R.
1. A New Soviet Heartland? (Hooson)
2. Nationality Problems in Trans-Caucasia
3. Autonomous regions
4. Fertile Triangle
    a. Collectives
    b. Private plots
5. Regional Analysis
    a. Soviet Central Asia
    b. Ukraine
    c. Moscow region

Suggested Topics for the Development of Instructional Activities

Disappearing seas: the Caspian and Aral.
The Chernobyl Disaster (Morrill et al. 1988).
The problem of nationalities in the Soviet Union (Peoples).
Red Squares (Fine et al. 1988).

VI. Oceania

A. The region's place in world affairs
1. Isolated location
2. Historical ties to the U.K./Realignment toward the U.S.
3. Pacific Rim concepts

B. Location and extent of Oceania
1. Australia, New Zealand, Island Groups, Antarctica
2. Location relative to Asia, Europe and U.S.

C. Physical Characteristics of Oceania
1. Climate
2. Landforms
3. Unique flora and fauna

4. Barrier reef and coral atolls
5. Ring of Fire
    a. Volcanic activity
    b. Hot springs in New Zealand
6. Natural resources

D. Cultural characteristics of Oceania
1. History of settlement
2. Urbanization and general population distribution
3. Aborigines and Maori, Melanesians, Micronesians, Polynesians
4. International relations
5. Agriculture
    a. Farming
    b. Pastoral activities
6. Mining
7. Hunting, fishing, and gathering
8. Industrial development
9. Tourism (ANZAC and Pacific Islands)
10. Energy generation and use

E. Human-environment relationships
1. Water scarcity and water division
2. Results of overgrazing
3. Problems associated with animal introduction
4. Nuclear testing in island locations
5. Freeze-out of nuclear ships from New Zealand
6. Impact of cyclones (typhoons) and tsunamis
7. Incidents of shark attack (Great White)
8. Antarctica
    a. Hole in ozone layer
    b. Source of fresh water from continental ice sheet

F. Movement and human interaction
1. International division of Antarctica
2. Foreign trade (global interdependence)
3. Immigration policies (imported labor)
4. Islands as transportation stop-overs
5. Multiple gauge railroads in Australia
6. Transportation difficulties related to physical environment

G. Regions
1. Australia
2. New Zealand
3. Island groups

Suggested Topics for the Development of Instructional Activities

Conflicting cultural values regarding land in Australia (Backler and Lazarus 1985).
Introduced animals and impact on grazing.
Unusual animal species, isolation, and continental drift.
Where PLACE is Spelled in ECALP (McKnight 1987).

VII. Middle East

A. Location and extent of Middle East
1. Nations, cities, rivers, seas, oceans

2. Latitudinal location
3. Relationship of the Middle East with other major regions
4. Middle East in the context of the Moslem world

B. Physical geography of the Middle East
   1. Desert environment
   2. The importance of water
      a. Oases, exotic rivers, qanats
      b. Water transfers
   3. Landforms
   4. Climate
      a. Temperature - diurnal range
      b. Soils
      c. Vegetation
      d. Animal life
   5. Natural resources

C. Cultural characteristics of the region
   1. Language
   2. Ethnicity
   3. Islam - Sunnite, Shiite, five pillars of Islam
   4. Distribution of agriculture
      a. Irrigation
      b. Mediterranean farming
   5. Industry
   6. Population
      a. Pressure
      b. Growth
      c. Movement

D. Issues in the human use of the environment
   1. Life in a dry environment
   2. Cost-benefit of the Aswan High Dam
   3. Water desalinization
   4. Irrigation
      a. Methods
      b. Areas - Negev, Nile Valley (basin vs. perennial), Mediterranean Coast, Mesopotamia

E. Migration, movement and human interaction
   1. Historical and territorial evolution of the Middle East
   2. Ethnic, linguistic, religious and political development of the Middle East
   3. Migration and movement of Jews to Israel
   4. Migration and movement of Palestinians in the eastern Mediterranean
   5. Wars and territorial evolution of Israel
   6. Iran-Iraq war
   7. Soviet invasion of Afghanistan
   8. Foreign trade
      a. Middle Eastern oil
      b. OPEC

F. Regions within the Middle East
   1. The Levant
      a. Politics
      b. Religion
      c. Territory
   2. Egypt
   3. Iran

Suggested Topics for the Development of Instructional Activities

Expansion of Islam (Geography 1970).
Scarce water. North Africa/Southwest Asia: What Are the consequences of Change? (Global Geography 1988).
Sunni and Shia differences within Islam.
The Middle Eastern problem: evolution of the conflict between Israel, the Palestinians and their Arab neighbors.
Persian Gulf oil.
Middle East simulation (Forbes 1988).

VIII. Asia

A. Asia's place in the world scene
   1. Japan's leadership
   2. Emergent South Korea, Taiwan, Singapore
   3. Labor mills for industrial nations (Indonesia, Philippines, Taiwan)
   4. China's move toward capitalism
   5. Pacific Rim concept
   6. Population distribution and growth

B. Location and extent of Asia
   1. Major cities, rivers, seas, oceans, and nations
   2. Relative location of Asian nations vis-à-vis the U.S., U.S.S.R., and Europe

C. Physical characteristics of Asia
   1. Climate (monsoons), deserts
   2. Landforms, with focus on Pamir Knot, Himalayas, Karakorams, coastal lowlands
   3. Importance of rivers (flooding, silt)
   4. Ring of Fire - seismic disturbances
   5. Natural resources

D. Cultural characteristics of Asia
   1. Population
   2. Religion
      a. Indian Subcontinent
      b. Islam
   3. Language
   4. Political systems
   5. Agricultural systems
      a. Intensive
      b. Plantation
      c. Subsistence
      d. Communes

6. Industrial developments
    a. Major districts such as Kanto Plain in Japan, Manchuria, eastern India
    b. New foreign trade zones such as Taiwan, Singapore, South Korea
7. Mining
8. Fishing

E. Human-environment relationships
1. Terraced farming as an indication of the pressure of population on the land
2. Deforestation (include soil erosion)
3. Floods
4. Natural catastrophes - earthquakes, tsunamis, volcanoes, cyclones (typhoons)
5. Population control programs
    a. China's limits to growth
    b. India's volunteer sterilization program
6. Air and water pollution in Japan
7. Human and environmental consequences of war in Southeast Asia
8. Problems of overfishing the world's banks

F. Migration, movement and human interaction
1. Moslem incursions in Asia
2. Expansion and contraction of China, Mongols Great Wall
3. China's march to the south
4. Colonialism and impact on economy and trade
5. End of Tokugama Seclusion and Meiji Restoration
6. Boat people from Southeast Asia
7. Transport - contrast old and new
8. Religious migrations attendant to partitioning of India in 1947
9. Refugees
10. Chinese nationalists migration to Taiwan
11. Japanese imperialism and occupation of Manchuko (Manchuria)
12. DMZ in Korea
13. Foreign trade/global interdependence

G. Regional profiles
1. Hong Kong
2. Japan
3. China
4. India

Suggested Topics for the Development of Instructional Activities

Population pressure in Japan (Parisi 1986).

China and the fundamental themes of geography (Salter 1987).

A Comparison of two island nations (United Kingdom and Japan) using Goode's World Atlas (Dick 1988).

Greenhouse effect. Discuss within the context of how slight temperature changes might affect the monsoons thus imperiling the lives of more than two billion people.

Passages and pathways: the past and present of roadways (Turk).

IX. Africa South of Sahara

A. Africa's place in world affairs
   1. Emergence of Africa from colonialism
   2. Population growth
   3. Neomercantilism, neocolonialism
   4. Racial and economic conflict

B. Location and extent of Africa South of Sahara
   1. Description of the extent of major geographical features
   2. Relative location with reference to Europe, Middle East, United States

C. Physical characteristics of Africa
   1. Climate
   2. Landforms
      a. Great Rift Valley
      b. Continental Drift (Pangaea)
      c. Interior plateau retarded the penetration into the interior
   3. Rivers and lakes
   4. Flora and fauna (game preserves)
   5. Natural resources

D. Cultural characteristics of Africa South of Sahara
   1. European division of Africa
      a. Creation of new "nations"
      b. Existence of tribes or nations
   2. Africa under colonial rule
   3. Movement toward independence
      a. Biafra
      b. Katanga
      c. Somalia
   4. Apartheid and white minority control
   5. Population distribution and growth
   6. Agriculture
      a. Desert-grazing, irrigation
      b. Topical (subsistence and commercial)
      c. Mid-latitude (subsistence and commercial)
   7. Mining
   8. Industrial development
      a. Processing of minerals
      b. Lack of industry (neo-mercantilism)
   9. Comparative political systems

E. Human-environment relationships
   1. Overgrazing and soil erosion
   2. Deforestation
   3. Slash and burn agriculture
   4. Degradation of game preserves - incursions by humans and animals
   5. Poaching
   6. Sahel
      a. Climatic change
      b. Environmental transformation
      c. Starving people

F. Movement - human interaction
   1. Early trade patterns
   2. Slave trade
   3. East African refugee problem
   4. Guerilla warfare
      a. Mau Mau and Kenya
      b. Mozambique
      c. SWAPO in Southwest Africa (Namibia)
      d. MPLA in Angola (Cubans)
   5. Great Trek in south Africa
   6. Foreign trade (neomercantilism)
      a. Organization of the internal transportation system
      b. Ports
   7. Lack of internally organized transport system and poor interconnectivity between countries. Major cities on the coast. Related to the organization of Africa to suit the needs of European industrial nations.
   8. Refugee problem in Sahel (Ethiopia, Sudan, etc.)

G. Regional profiles
   1. South Africa
   2. Nigeria
   3. Kenya
   4. Zaire

Suggested Topics for the Development of Instructional Activities

The geography of apartheid (Hill 1987).
African Scramble (Allen et al. 1988).
Poaching in game preserves.
Understanding the dilemma of landlocked nations: problems and speculation (Riggs-Salter 1987).

X. Latin America

A. The location of Latin America
   1. Physical extent of Latin America (Mexico, Caribbean America, Central America, South America)
   2. Longitudinal location of South America
   3. Major cities, rivers, mountains, seas, oceans, islands
   4. Relative location of Latin America vis-a-vis the U.S. and Europe

B. Physical characteristics of Latin America
   1. Climatic zones
      a. Vertical climatic zones
      b. Modifications, such as El Nino
   2. Landforms
      a. Mountains, plateaus, hills and plains
      b. Volcanic peaks and eruptions
   3. Seismic disturbances
   4. River basins (Amazon, Parana-Paraguay, and others)
   5. Islands and island groups
      a. Windwards, leewards
      b. Physical background for development of Caribbean islands

6. Ring of Fire
7. Natural resources

C. Cultural characteristics of Latin America
   1. Racial mix (mestizos, mulattos, zambo)
   2. Language
   3. Religion
   4. Politics (patrons, the elite, dual society)
   5. Population distribution, growth
   6. Settlement pattern, rural, urban
   7. Landholding
   8. Agriculture
      a. Subsistence
      b. Commercial
      c. Plantation
      d. *Latifundia/minifundia*
   9. Mining
   10. Forestry
   11. Fishing
   12. Industrialization
      a. Government ownership
      b. *Maquiladoras*
      c. Heavy and other
      d. Nature of industries
   13. Recreation and Tourism
   14. Energy

D. Human-environment relationships
   1. Slash and burn agriculture
   2. Brazil's colonization program—deforestation in the Amazon Basin
   3. Air pollution in Mexico City
   4. Well blowouts in the Gulf, oil spill in Patagonia shallows
   5. Soil erosion and overgrazing
   6. Industrial pollution
      a. Air
      b. Water
      c. Solid waste
   7. Nuclear energy - Laguna Verde

E. Migration, movement and human interaction
   1. Pre-Columbian Indian groups
   2. Mercantilism and colonization
   3. Treaty of Tordesilla (Spanish/Portuguese influence)

4. Influence of history on geography
    a. Trade
    b. Economy
    c. Transport
5. Sequence of settlement - Viceroyalties
6. Rural to urban migration
7. New capitals in Brazil and Argentina
8. Panama Canal
9. Construction of the Transamazonia Highway
10. Migration from northeast Brazil to Rio and Sao Paulo
11. Legal and illegal migrations
12. Illegal drug production and shipments
13. Foreign trade - neomercantilism

F. Regional Profiles
1. Cuba
2. Puerto Rico
3. Brazil
4. Argentina
5. Mexico

Suggested Topics for the Development of Instructional Activities

Middle America: Location and Place (Boehm et al. 1987), Middle America: Its historic and cultural roots (Palmer et al. 1988), Middle America: intra and interregional Connections (Smith et al. 1988).

Interpreting a landscape: Bolivia, a case study (Sharma 1987).

Ecological aspects of the Central American tragedy (Bennett 1987).

Squatter settlements: urban slums on the outskirts of Latin American cities.

Population growth in Mexico City, the world's largest city, and related problems of traffic congestion, environmental pollution, and municipal services.

Deforestation with particular reference to the Brazilian rainforest. Look at South Asia: why are forests disappearing (Global Geography 1988).

EVALUATION METHODS

The semester grade will be determined by three examinations over the content portion of the course and by a written exercise involving the preparation of a lesson plan. The format for the preparation of this lesson plan is attached to this syllabus as Appendix A.

Exam One—25 percent	Final Exam—25 percent
Exam Two—25 percent	Lesson Plan—25 percent

Each exam will cover a separate block of instruction. The final exam is not comprehensive. The exams will be broken down as follows: 80 percent over the lecture notes, 20 percent over the reading assignments. Much of the test material will be covered in lecture and in the reading assignments.

REQUIRED TEXTBOOKS, SUPPLEMENTARY BOOKS AND READINGS

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, D C: Association of American Geographers and National Council for Geographic Education.

K-6 Geography: Themes, Key Ideas and Learning Opportunities. 1987. Washington, DC: Geographic Education National Implementation Project (GENIP).

7-12 Geography: Themes, Key Ideas and Learning Opportunities. 1989. Washington, DC: Geographic Education National Implementation Project (GENIP).

Social Studies Framework, Kindergarten - Grade 12. 1988. Austin, TX: Texas Education Agency.

A reliable world regional geography text. Three examples include:

deBlij, H. J. and P. O. Muller. 1988. *Geography: Regions and Concepts*. 5th ed. New York: John Wiley & Sons.

English, P. W. 1989. *World Regional Geography: A Questionof Place*. 3rd ed. New York: John Wiley & Sons, 1989.

Fisher, J. S., ed. 1989. *Geography and Development: A World Regional Approach*. 3rd ed. Columbus, OH: Merrill Publishing Company.

BIBLIOGRAPHY

7-12 Geography: Themes, Key Ideas and Learning Opportunities. 1989. Washington, DC: Geographic Education National Implementation Project.

Allen, D., et al. 1988. African scramble. In *Discovering Geography*, ed. J. F. Petersen, 65-74. San Marcos, TX: Texas Alliance for Geographic Education.

Ansley, M. J., and S. F. Pritchard. 1987. Winter weather at Valley Forge 1777-78: A lesson in climatic reconstruction. *Journal of Geography* 86: 120-126.

Backler, A. L., and J. P. Stoltman, eds. 1988. *Geography Education*. Exemplary Practice Series. Bloomington, Indiana: Phi Delta Kappa.

Backler, A., and S. Lazarus. 1985. *World Geography*. Evanston, IL: McDouglas Littell.

Bennett, C. F. 1987. Ecological aspects of the Central American tragedy. In *The Essence of PLACE: Geography in the K-12 Curriculum*, ed. G. L. Hobbs, 261-266. Los Angeles: UCLA Center for Academic Interinstitutional Programs.

Boehm, R. G., et al.1987. Middle America: location and place. *Social Education* 51:479-484.

Boehm, R. G., and J. F. Petersen. 1987. Teaching place names and locations in grades 4-8: Map of errors. *Journal of Geography* 86: 167-70.

Boehm, R. G. Topographic scavenger hunt. Unpublished teaching activity A. Department of Geography and Planning, Southwest Texas University.

Boehm, R. G. Urban spheres of influence for Texas cities.Unpublished teaching activity B. Department of Geography and Planning, Southwest Texas State University.

Bonnecarre, B., C. et al. 1988. Where did I come from... How did I get here? In *Discovering Geography*, ed. J. F. Petersen, 31-38. San Marcos, TX: Texas Alliance for Geographic Education.

Comparative World Atlas. 1989. Maplewood, N.J.: Hammond Inc.

Dick, M. 1988. A comparison of two Island nations (United Kingdom and Japan) using *Goode's World Atlas*. In *Placing Geography in the Curriculum*, ed. A. D. Hill, 107-110. Boulder, CO: Center for Geographic Education and the Colorado Alliance for Geographic Education.

Espenshade, E. B. Jr., ed. and J. L. Morrison. 1990. *Goode's World Atlas*. 18th ed. Chicago: Rand McNally and Company.

Global Geography. 1988. A ten-program educational television series in geography for Grades 6-10. Bloomington, Indiana: Agency for Instructional Technology.

Hands on Geography - Texas. 1987. Chicago: Nystrom.

Fine, M. A., et al. 1988. Red squares. In *Discovering Geography*, ed. J. F. Petersen, 109-112. San Marcos, TX: Texas Alliance for Geographic Education.

Forbes, A. O. 1988. Middle East simulation. In *Placing Geography in the Curriculum*, ed. A. D. Hill, 82-85. Boulder, CO: Center for Geographic Education and Colorado Alliance for Geographic Education.

Garreau, J. 1982. *Nine Nations of North America*. New York, NY: Avon.

Geography in an Urban Age: Unit 3. 1970. New York: The MacMillan Company.

Hill, A. D. 1987. The geography of apartheid. In *The Essence of PLACE: Geography in the K-12 Curriculum*, ed. G. L. Hobbs, 285-290. Los Angeles: UCLA Center for Academic Interinstitutional Programs.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, DC: Association of American Geographers and National Council for Geographic Education.

Journal of Geography. College Station, TX: National Council for Geographic Education.

K-6 Geography: Themes, Key Ideas and Learning Opportunities. 1987.Washington, DC: Geographic Education National Implementation Project (GENIP).

McKnight, T. 1987. Where PLACE is spelled in ECALP. In *The Essence of PLACE: Geography in the K-12 Curriculum*, ed. G. L. Hobbs, 249-254. Los Angeles: UCLA Center for Academic Interinstitutional Programs.

Montgomery, R., et al. 1988. Gang of fourteen: a game for learning about world climates. In *Discovering Geography*, ed. J. F. Petersen, 3-10. San Marcos, TX: Texas Alliance for Geographic Education.

Morrill, R. W., et al. 1988. The fundamental themes in practice: nuclear explosion at Chernobyl - an example of global interdependence. In *Strengthening Geography In the Social Studies*, Bulletin No.81, 60-72. Washington, DC: National Council for the Social Studies.

Natoli, S. J., ed. 1988. *Strengthening Geography in the Social Studies*. Bulletin No. 81. Washington, D.C.: National Council for the Social Studies.

World Map Activity Program. 1989. Chicago: Rand McNally and Company.

Stoltman, J. P. 1987. *Goode's Atlas Place Location Study Guide*. Chicago: Rand McNally and Company.

Salter, C. L. 1987. China and the fundamental themes of geography. In *The Essence of PLACE: Geography in the K-12 Curriculum*, ed. G. L. Hobbs, 267-274. Los Angeles: UCLA Center for Academic Interinstitutional Programs.

Natural heritage of Texas. 1986. Austin, TX: General Land Office, Austin, TX 78701.

North Africa/Southwest Asia: what are the consequences of change? 1988. In *Global Geography* (VHS). Bloomington, IN: Agency for Instructional Technology.

Palmer, J. J., et al. 1988. Middle America: its historic and cultural roots. *Social Education* 52:14, 17-20.

Parisi, L. S. 1986. Japan's land and people. In *Our World: Its Land and People*, ed. L. S. Parisi. Boulder, CO: Graphic Learning Corporation.

Pearcy, G. E. 1972. *A Thirty-Eight State U.S.A.* Fullerton, CA: Plycon Press.

Peoples of the Soviet Union. A map. Washington, DC: National Geographic Society. Washington, DC 20036.

Riggs-Salter, C. 1987. Understanding the dilemma of landlocked nations: problems and speculation. In *The Essence of PLACE: Geography in the K-12 Curriculum*, ed. G. L. Hobbs, 109-114. Los Angeles: UCLA Center for Academic Interinstitutional Programs.

Sharma, M. B. 1987. Interpreting a landscape: Bolivia, a case study. Unpublished lesson from the 1987 National Geographic Society summer institute in geographic education.

Smith, B. A., et al. 1988. Middle America: intra and interregional connections. *Social Education* 52:93-96, 98-102.

Texas. 1986. In *Making of America* map series. Washington, DC: National Geographic Society. Available from the Educational Media Division, Washington, DC 20036.

Turk, L. M. Passages and pathways: the past and present of roadways. Unpublished lesson plan examining the Royal Road in Persia, the Silk road in China, Tokaido in Japan, the Inca Roads, the Oregon or Santa Fe Trail and modern roads.

Wolken, L. C. 1984. The international pencil: elementary level unit on global interdependence. *Journal of Geography* 83(6): 290-293.

APPENDIX A

Sample Lesson Plan Format

Title

Name

Description:
One to three sentence description of the lesson.

Grade Level:
You may use a specific grade or a guide such as "Primary," "Intermediate," or "High School."

Learning Outcomes:
Should be written as the continuation of the statement, "When my students finish this lesson they will be able to:"

Note: You may want to break this section into "Content Learning Outcomes" and "Skill Learning Outcomes."

Essential Elements:
Identify by paragraph Essential Elements addressed by this lesson plan.

Fundamental Themes:
Identify which fundamental themes are dealt with in this lesson plan.

Related Learning Opportunities:
What other subjects are used in this activity? For example, art, math, science.

Classroom Procedures:
Step by step procedure of how this activity will be carried out in the classroom.

Materials:
Describe materials needed, and in the case of commercial or published materials, where they came from.

Evaluation:
How will you evaluate the success of your students in achieving the learning outcomes?

Chapter 4

GEOGRAPHY 399/ GECA 520

OVERVIEW OF GEOGRAPHY

GEOGRAPHY FOR TEACHERS*

Alice Andrews
Department of Geography and Planning
George Mason University

INTRODUCTION

George Mason is a relatively new regional university in the Virginia state system. Located in Fairfax, it primarily serves urban Northern Virginia, which is part of the Washington metropolitan area. George Mason was founded in 1957 as a two-year branch of the University of Virginia, became an independent university in 1971, and has now grown into a comprehensive institution with an enrollment of over 19,000.

George Mason's mission has evolved in response to its unique location. The surrounding area has seen very rapid growth in population and has developed into a center of high technology enterprise. The university's curricular emphases have been planned to make the best use of the area's resources in high technology, the arts and humanities, and public affairs.

George Mason University (GMU) is composed of the College of Arts and Sciences, College of Education and Human Services, School of Business Administration, School of Information Technology and Engineering, School of Nursing, Graduate School, School of Law, and School of Continuing and Alternative Learning. GMU offers a total of 98 degree programs, including 55 undergraduate, 33 master's, 9 doctoral and a juris doctor degree.

Teacher training has been a part of the University's mission since its earliest days. A number of master's programs in education are now complemented by a Doctor of Arts in Education program. Beginning in 1990, the undergraduate degree in elementary education will no longer exist, in accordance with Virginia's new requirement that persons preparing to teach elementary school must major in a subject area. We hope that a number of these potential teachers will choose to major in geography. With its combination of natural and social science, its synthesizing interdisciplinary approach, and its global emphasis, geography can be an ideal preparation for teachers.

Geography courses were originally introduced at George Mason as service courses, and many of the students were education majors. The major in geography was initiated in the early 1970's, and a master's program was begun in 1978. The emphasis in the master's program is on remote sensing, computer

*Thanks are due to the following people who helped me to develop this syllabus and cooperated in various ways with the administration of the FIPSE grant project at George Mason: Frank Taylor, Social Studies Supervisor, Fairfax County Public Schools, represented the cooperating school district and gave a great deal of time and advice to the FIPSE project. Osa Brand, my colleague at George Mason, who team-taught in Summer 1989 and was a constant source of advice and help. She served on the advisory board, led field trips in both summer institutes and contributed greatly to the physical geography portions of the syllabus. Lisa Rexrode, my graduate teaching assistant. Guest speakers in the Summer Institute: Nanci Blanco, George Mason Junior/Senior High, Falls Church, VA, served on the advisory board and
continued on page 42...

cartography, and geographical information systems (GIS) as is appropriate for the Washington area. However, a number of persons preparing to be teachers have completed the M.S. program.

PROFILE OF PARTICIPANTS IN THE FIPSE COURSE (SUMMER 1988)

The following profile of participants was gleaned from the Background Information Survey administered under the direction of Dr. Joseph Stoltman. The class consisted of 25 persons; 23 responses were available for analysis on most questions.

The data on age composition of the participants in the 1988 summer institute revealed that about a third were in their twenties and about a third in their forties (35 percent in each of these categories), while lesser percentages (13 percent) were in their thirties and fifties. The class, not surprisingly, was dominantly female (74 percent). Also not surprisingly, 20 of the respondents (82 percent) were born in North America, while 2 (9 percent) were born in Europe, and one person in the "other" category (presumably the Caribbean area).

The following world problems were ranked as most important: nuclear and conventional arms proliferation, malnutrition, air and water pollution, overpopulation, denial of basic human rights, depletion of natural resources, intergroup conflict, inflation and unemployment, and terrorism.

The following question repeated the list of world issues, but asked which the respondents were most interested in, yielding a slightly different ranking. The class participants were most interested in two issues—depletion of natural resources and nuclear and other arms proliferation (57 percent listed these two in their top five issues). After these two, denial of basic human rights (48 percent), air and water pollution (44 percent), overpopulation (35 percent), and malnutrition (31 percent) were of greatest interest.

Class participants spend a fair amount of time watching television. Over half (56 percent) watched TV for two to six hours a week, although 17 percent (4 persons) reported no TV viewing at all. Another 17 percent (4 persons) watched seven hours or more. In order, current events, news, movies, and science specials were watched most.

About two-thirds of the class (65 percent) watched world, national, and local news on television daily. Two-thirds (the same two-thirds, one wonders?) also read a newspaper daily. Three people, or 13 percent did not watch the news or read a newspaper as often as once a week! Radio is far less a source of information, although 45 percent (11 people) listened to news broadcasts more than once a day. In an area like Northern Virginia, where many people have long commutes, the occurrence of listening to radio news is probably related to the distance and nature, whether private car or public transportation, of the commute.

As expected, *The Washington Post* was the most commonly read newspaper; the most read news magazines were *Time* and *Newsweek*. Newspapers and television are the major sources for current news.

Three-fourths of the teachers teach world problems at least once or twice a week. The majority discuss world problems frequently with other teachers and find these discussions helpful. Over half feel that their personal experiences contribute a great deal to their awareness of world issues. Geography and

---

continued from page 41... also made presentations on "Teaching about environmental crisis." Ellen Canavan, Falls Church High School, Fairfax County, VA, served on the advisory board and gave presentations on "Making regions come alive." Janet Crane, National Geographic Society, Washington, D.C., gave presentations on "Learning geography through field work." Jean-Claude Thomas, U.S. Geological Survey, led the urban field trip to Baltimore in Summer 1988. Other members of the Advisory Board: Lloyd Duck, Professor of Education, George Mason University, Don Ehrenberger, Lake Braddock High School, Fairfax County, VA, Mary Guzler, Social Studies Curriculum Specialist, Fairfax County, VA, Eleanor Kenyon, Oakton High School, Fairfax County, VA.

history were cited as the courses that contributed most to their awareness of world issues. There was a wide diversity of undergraduate majors, with education (17 percent) and music (13 percent) ranking first.

This was a well-traveled group. Over four-fifths (83 percent) of the class had been outside the United States. The countries most frequently visited were close to home: Canada, Mexico, and those of the Caribbean. Very few students had participated in summer-abroad or year-abroad programs. It was also a geographically aware group. Almost all the students own a world map and an atlas, and about two-thirds also own a globe and topographic maps. Finally, formal schooling in geography, travel, and newspapers were considered the major knowledge sources.

COURSE INFORMATION

Course Name:	GEOG 399 Overview of Geography GECA 520 Geography for Teachers
Instructor:	Alice Andrews
Office:	2215 Robinson Hall II
Office Hours:	MWF 10:30-11:30, W 3:00-4:00 and by appointment
Phone:	323-2277 desk, 323-2273 department office

The course is an intensive overview of both physical and human geography, designed especially for those preparing to become teachers. Important concepts in geography, such as environmental change and cultural diffusion, will be stressed. Although the primary emphasis is on content, there will be some attention to problems and techniques in teaching geography. Current developments in research and methodology in the discipline will also be covered where appropriate, for teachers should have an appreciation of what is going on in mainstream scholarship in the discipline if they are to teach geography with conviction and enthusiasm.

It is assumed that for many students, potential teachers, this is the only geography course. In orders for them to gain an appreciation of the discipline, it is necessary that they understand both sides of geography, the natural science half, or physical geography, and the social science half, human geography. In developing this course, the instructor was convinced that such systematic coverage of the field is absolutely essential, even though the course that many of the students will eventually teach is a course in world regional geography. A teacher can always find materials on individual regions. Most textbooks are geared that way and a wealth of resource materials on regions exists. But, only with an understanding of the principles of physical and human geography can the teacher give real meaning to a course in world regions and avoid the pitfalls of making it into an encyclopedic exercise in memorization, the kind of course that has traditionally given school geography a bad name.

Teachers should go out from this course with either a basic introduction to the discipline or with fresh perspectives, depending on their previous coursework in geography. They will be prepared to move on to advanced courses, either in systematic geography (weather and climate, geomorphology, political geography, urban geography, population, and the like) or to indepth studies of regions (Europe, Soviet Union, Latin America or China for example).

COURSE OBJECTIVES

The major purposes of this course are to provide background in geography to teachers, to offer an overview of the discipline of geography as it exists in the late 1980's, and to develop an awareness of resources, methods, and approaches that will serve teaching needs. The subject matter of the course will include summaries, necessarily brief, of current approaches to physical and cultural (human) geography. It will emphasize the use of these concepts of geography in a regional framework, which is the framework used in the courses and texts that are in current use in the Northern Virginia schools.

The course will demonstrate ways of applying geographic concepts to current global issues of population growth, world food supply, environmental conservation, and economic development. In any given offering of the course, certain regions of the world may be singled out for special attention. This allows students to see the applications of systematic geography to regions and also allows the instructor to capitalize on current events and show the value, indeed the necessity, of some background in geography in understanding many of these events. In this semester, because of recent developments in the Soviet Union and China, we will emphasize those two countries; one, the largest country in the world in terms of area; the other, largest in terms of population.

COURSE OUTLINE

Week 1 I. INTRODUCTION TO GEOGRAPHY

A. The field of geography. What is it, what does it cover? How did it develop as a discipline?
   1. The Four Traditions of Geography
   2. What do geographers study and what do they do, other than teach? What is "applied geography"?

B. Important concepts and terms
   1. Scale and distance
   2. Diffusion
   3. Space and place
   4. Spatial interaction
   5. Location
   6. Distribution and density

C. Geography in the school curriculum today
   1. The guidelines
   2. Five fundamental themes
      a. Location
      b. Place
      c. Human-environment relationships
      d. Movement
      e. Regions

Reading: Introduction in text
Joint Committee 1984
Pattison 1964

Possible Activities. Students will take a few minutes to write a definition of geography at the beginning of the week and again at the end of the week. How have they changed? Have they become broader or more focused? What kind of understanding of geography do students gain in today's school curricula? How can it be improved?

An invited outside speaker can talk about applied geography. In what kinds of jobs do geographers find themselves? What can they contribute to the solution of problems at local, state, national, and international levels? Material on careers in geography is available from the Association of American Geographers.

Week 2 II. MAPS: FUNDAMENTAL TOOLS OF GEOGRAPHY

A. The globe and its properties: earth grid and other grids
B. Map projections: getting the globe onto a flat surface
C. Some basic projections: their advantages and limitations
   1. Cylindrical
   2. Azimuthal, or planar
   3. Conic

D. Examples of popular projections
   1. Goode's Interrupted Homolosine
   2. Robinson
   3. Peters
E. Topographic maps
   1. How to read them—symbols and colors
   2. Uses (including use as source of cultural data, study of place names, etc.)
F. Thematic maps
   1. Examples of use in physical and human geography
   2. Some basic types—dot, choropleth, etc.
G. Cartograms
H. Recent technological advances
   1. Remote sensing
   2. Computer cartography
   3. Cartography as a career
   4. Who makes maps, who needs maps, where are cartographers employed?

Reading: Chapter 1 in text

Possible activities. Make choropleth maps of various kinds of data, such as birth rates, death rates, levels of education. Save for use with regions, later on.

Scan newspapers and magazines for maps. How are they used? For location alone? To convey information? To persuade?

Week 3 III. PHYSICAL GEOGRAPHY: LANDFORMS

A. Relationship of physical geography and geology
   1. Geologic time
   2. Rocks—igneous, sedimentary, and metamorphic
B. Plate tectonics and the distribution of the world's landmasses
   1. Seafloor spreading and continental drift
C. Landforms created by tectonic forces
   1. Volcanism
   2. Folding
D. Landforms created by gradational forces
   1. Weathering
   2. Erosion by running water
   3. Glaciation

Reading: Chapter 2 in text

Possible Activities. Study and classify rock samples into three broad categories (igneous, sedimentary, metamorphic), focusing on characteristics that determine varying degrees of resistance to erosion.

View selected parts of the videotape "The Living Machine," from the television series Planet Earth. Discusses tectonic activity evident at various types of plate boundaries. Compare topographic maps showing varying degrees of stream erosion. Classify specific areas according to the stage of erosion evident on the maps.

Week 4 IV. WEATHER AND CLIMATE

A. Understanding the physical relationships that create patterns of weather and climate
   1. Earth-sun relationships
   2. Revolution, rotation, and axial tilt

3. Insolation
4. The atmosphere

B. Weather—the temporary state of the atmosphere
1. Air temperature
2. Precipitation
3. Storms

C. Climatic controls
1. Latitude—distance north or south of the equator
2. Air pressure and winds
3. World wind and pressure belts
4. Coriolis effect
5. Ocean currents
6. Continentality
7. Mountains
a. Altitudinal changes
b. Orographic effects on precipitation and local winds

D. Climatic change over time
E. World patterns of climate: the Koeppen system
F. Climate as the kingpin in the triad of climate, vegetation and soil
G. Natural regions (based chiefly on climate, with vegetation as the most visible result, and soil related to both of them, as well as to parent material)
H. Tropical climates: wet; wet and dry
I. Dry climates: deserts and semi-arid
J. Humid mid-latitude climates
K. Humid continental climates
L. Polar climates

Reading: Chapter 3 in text

Activities. Work in teams of two or three on exercises dealing with the earth's heat balance, adiabatic cooling and warming, and mid-latitude cyclones.

Create and analyze climographs or water budgets for locations typical of the various climate types.

View and discuss selected parts of the videotape *The Climate Puzzle*, focusing on the factors that have influenced climatic changes in the past and those that are resulting in current changes.

Week 5 V. POPULATION: THE HUMANS IN HUMAN GEOGRAPHY

A. Numbers: some points of reference
1. Size of world population today
2. Largest national populations (China, India, Soviet Union, U.S.)

B. Population distribution and density
1. Describing patterns of distribution
2. Distribution at world, national and local scales
3. Factors affecting distribution—physical, economic, historical
4. Density—arithmetic (crude) and physiological (nutritional)

C. Population dynamics: how populations grow or decline
1. Fertility rates
2. Mortality rates
3. Natural increase and doubling time
4. Migration (introduced here, then covered in detail in week 8 under the heading of Behavioral Geography)

D. Theories about population growth
   1. The demographic transition
   2. Malthus, Marx, Neo-Malthusian and other perspectives
   3. What is optimum population?

E. Population composition
   1. Age and sex pyramids: what they tell about past history and future prospects
   2. Economic composition
   3. Ethnic composition
   4. Rural and urban composition

F. Prospects for the future
   1. Population policies
   2. Projections
   3. Indicators of development

Reading: Chapter 5 in text

Examine issues of *Population Bulletin* and *Population Today*

Activity. "U.S. Population: Charting the Change" (Population Reference Bureau)

Week 6 VI. BASICS OF CULTURAL GEOGRAPHY

A. Concepts of culture basic to geography
   1. Culture hearths
   2. Cultural diffusion
   3. Acculturation and assimilation

B. Some geographic perspectives on culture
   1. Cultural landscape
   2. Culture region
   3. Cultural ecology

C. Three aspects of cultural diversity: language, religion, ethnicity

D. Geography of language
   1. World patterns of linguistic families: the Indo-European family
   2. Interactions of language and political geography
   3. Changing patterns of languages over time: diffusion
   4. Patterns of language at national and local scales: dialects

E. Geography of Religion
   1. Major world religions: east and west
   2. Diffusion of religions (missionaries, conquests)
   3. Interactions of religion and economic geography
   4. Religion and geopolitics
   5. Case study: Islam today

F. Geography of religion in the U.S.
   1. Distribution of denominations
   2. Religion and politics

G. Ethnicity
   1. How defined: language, religion, national origin, race
   2. Ethnic minorities in the U.S.
   3. Political problems of ethnic minorities in other countries
   4. Ethnicity in cities

Reading: Chapter 6 in text

Discussion topic. How many different languages, religions and ethnic groups will I encounter in my classroom? How can I teach about increasing ethnic diversity in the U.S.?

Week 7 VII. POLITICAL GEOGRAPHY

A. Looking at how people and territory are politically organized and what problems occur
B. Supranational scale
   1. Brief history of geopolitical theories
   2. Modern concepts of the global economy and the core-periphery contrasts
   3. Supranational organizations today (Case study of the European Community)
C. National scale
   1. The nation-state
   2. Centripetal and centrifugal forces
   3. Boundaries
   4. Capital cities
D. Territorial administrative units within sovereign states (Case studies of U.S., U.S.S.R., India and China)
E. Local government in the U.S.
   1. Proliferation of competing authorities
   2. Gerrymandering
   3. Redistricting
F. Law of the Sea: an important current international issue in political geography

Reading: Chapter 7 in text

Activities. Look at examples of gerrymandering. Demonstrate how a city could be gerrymandered to achieve various results (Archer and Shelley, 1986).

An excellent activity could be developed by having students follow ethnic unrest and nationalist movements in the U.S.S.R. by watching the media.

Week 8 VIII. BEHAVIORAL GEOGRAPHY

A. Interface between geography and psychology
B. Concepts of personal space
C. Territoriality
   1. Animals
   2. Human groups
   3. Nation-states
D. Spatial interaction
   1. Distance decay
   2. Distance in space and time
E. Spatial diffusion
   1. Types of spatial diffusion
   2. Barriers to diffusion
F. Perception of environment
   1. Mental maps and their uses
   2. Natural hazards perception

G. Migration
   1. Migration theories based on individual decisions to migrate
   2. Push-pull factors
   3. Relationship of migration to cultural diffusion

Reading: Chapter 8 in text

Activities. Have students make mental maps (of world, U.S., local community, etc.). Compare and discuss; decide how the concept of mental maps can be used in the classroom.

Discussion topic. How can the topic of migration be used in the classroom to link the concept of cultural diffusion with present patterns of religion and ethnicity in the U.S., or perhaps in your own area?

Week 9 IX. ECONOMIC GEOGRAPHY AND PROBLEMS OF NATIONAL DEVELOPMENT

A. Primary, secondary, tertiary and quaternary economic activities—how their role and their proportion of the labor force changes over time
B. Agriculture
   1. Extensive and intensive subsistence systems and regions
   2. Extensive and intensive commercial systems and regions
   3. Relationship to rural settlement patterns
C. Mining and minerals
   1. Distribution of energy resources and ores
   2. Relationship to economic and political power
D. Forestry and fisheries (introduced as other primary activities, but dealt with more fully in later class sessions)
E. Manufacturing
   1. Locational principles
   2. Regions
   3. Recent trends
F. Tertiary Activities
   1. Transportation
   2. Services
G. Quaternary activities—the information age
H. Case study of the U.S.S.R. as a planned economy
I. Levels of national development (tied to population indicators studied earlier)

Reading: Chapter 9

Activity. Case study of Third World Women, *Meeting the Third World through Women's Perspectives: Contemporary Women in South Asia, Africa and Latin America*. A global education unit for grades 8-12, from Glenhurst Publications, 6300 Walker St., St. Louis Park, MN 55416.

Week 10 X. URBAN GEOGRAPHY

A. Three aspects of urban geography
   1. Urbanization
   2. The history and geography of cities
   3. Geography within cities
B. Urbanization
   1. Definitions of urban
      a. Size
      b. Density
      c. Function
   2. Processes of industrialization, modernization and urbanization

3. Urbanization and migration: country to city migration streams
4. Worldwide levels of urbanization

C. The history and geography of cities
1. When, where, how and why cities arose
2. Location of cities
a. Site and situation
b. Defensive sites
c. Influence of transportation routes

D. Location theories related to cities
1. Central Place Theory
2. The rank-size rule
3. Primate cities

E. The internal geography of cities
1. Land use and land value
2. Socioeconomic factors
3. Ethnicity

F. Current city changes
1. Gentrification
2. Suburbanization
3. Cities within cities

G. Supercities and urban regions
1. Megalopolis
2. Major world cities

Reading: Chapter 11 in text

Activities. Visit a local planning office, or have a city planner visit the class. Apply the various models of city structure and land use to your city.

It is appropriate to follow the brief summaries of physical and human geography with a discussion of how the two interact. Two chapters from the text that explore this relationship have been grouped together.

Week 11 XI HUMAN IMPACT ON THE ENVIRONMENT

A. Definitions of ecology and ecosystems
B. Review of population growth and density: effects on environment
C. Water pollution
D. Air pollution
E. Impact of human activity on landforms and on soils
F. Human impact on flora and fauna
1. Introduced species
2. Endangered species
3. Extinct species
4. Maintaining a diverse gene pool

G. Solid waste disposal
H. Case studies of environmental problems
1. China
2. Soviet Union

I. Case study of land reclamation and protection
1. From floods in the Netherlands
2. The Ijsselmeer polders
3. The Delta Project

Reading: Chapter 4 in text

Activities. Show the videotape "Africa—South of the Sahara: How Do People Use Their Environment?" from the series, *Global Geography*, Agency for Instructional Technology, Bloomington, Indiana.

Case study, "Food and Population in Egypt," using instructor's own slides. Similar presentations can be prepared for other areas.

Week 12 XII. RESOURCES

- A. Resources related to physical geography (geology, vegetation, hydrology)
- B. Resources related to human geography (economic geography, political geography)
- C. Renewable and non-renewable resources
- D. Land—the basic resource
  1. World food production
  2. Soil conservation
- E. Forests
- F. Fisheries
- G. Water as a resource
  1. For human consumption
  2. For industry and hydroelectricity
- H. The fossil fuels—non-renewable resources
  1. Coal—fuel and raw material
     a. Importance in Industrial Revolution
     b. Coal and air pollution
     c. World trade in coal today
  2. Petroleum
     a. Reserves and production
     b. Political problems
  3. Natural gas
  4. Oil shales and tar sands
- I. Alternate energy sources
  1. Geothermal power
  2. Nuclear power
  3. Tidal power
  4. Solar power
- J. Metallic mineral resources
  1. Iron ore
  2. Alloys and others
- K. The conservation movement in the U.S.
- L. Resource use conflicts in the international arena

Reading: Chapter 10 in text

Activities. Use videotape, "South Asia: Why Are Forests Disappearing," from *Global Geography*. Show slide set, "Know Your Land," from U.S. Soil Conservation Service.

Week 13 XIII. REGIONS AND REGIONALISM

- A. The regional tradition in geography
- B. The concept of region
  1. Formal regions
  2. Functional regions

3. Vernacular regions

C. Regions in physical geography (Review of climate, vegetation, soil and landform regions)

D. Regions in cultural geography (Review of linguistic, religious, economic political regions)

E. World regions today (Culture realms)

F. Regions of the U.S.
   1. Physical, cultural, vernacular
   2. Officially defined regions
   3. Deciding on criteria for regionalization

G. Regions at other scales
   1. Regions of Virginia (or another state)
   2. Metropolitan regions

Reading: Chapter 12 in text

Activities. Distribute blank maps of the world, the U.S. and the state. Have students divide them into regions. Discuss results and work out rational criteria for region building. Note how individual experiences and perceptions influence the process.

Week 14 XIV. A MAJOR WORLD REGION

This last week in the course will be devoted to a specific world region, which will be selected from the following list by the members of the class in consultation with the instructor:

Europe
Soviet Union
United States and Canada
Japan, Australia and New Zealand (a combination of cultural regions)
Latin America
North Africa and Middle East
Sub-Saharan Africa
South Asia (Indian Subcontinent)
China

The outline for study of the region will be drawn up by the class, using the outlines for the systematic chapters that have been dealt with in weeks 3 through 13, though not necessarily in that order. Both physical and human geography will be included, but the order of presentation and the time devoted to each topic will vary, depending on the chosen region.

This culminating exercise gives the students who are preparing to be teachers an opportunity to see the systematic coverage of geography put to work in a regional framework. They participate by choosing a particular region (possibly one that is in the news at the time of choice) and by working together to come up with a suitable outline. Thus they gain practice in planning for the kind of geography course that they will probably teach in the classroom, a world regions course, and they do so with a background in systematic geography. Once the region and the outline have been chosen, it is the instructor's task to provide suitable lectures, activities, maps and teaching aids.

EVALUATION METHODS

Evaluation for the course will be based on class participation, two brief papers, two mid-term exams, a final exam and a comprehensive place-location quiz. In order to make an "A" in the course, students must achieve a score of 90 percent or above on the place-location quiz. The rationale for this is that

although geography is much more than place, location, one cannot progress very far in geography without this basic knowledge. There will be several opportunities to achieve the score required.

Early in the course, there may be a few ungraded quizzes to provide feedback to both students and instructors.

The two brief papers will allow opportunities for studying some aspects of geography that interest you in more detail than our introductory textbook provides. They also provide an opportunity to apply the content of this course to future classroom situations.

The first paper (due Week 5) will be on some topic in physical geography. The paper should give a complete but concise summary of a particular topic or concept (plate tectonics, tropical rainforests, orographic precipitation, local winds, continental glaciation, tropical soils and their problems, for example) and then describe how this topic or concept can be used in the classroom. Note that teachers of history will probably make quite different choices than teachers of earth science, but that they might also choose the same topic (climatic change, for example) and then develop it in quite different ways. the application of the topic to the classroom may be a single lesson plan or an outline for a unit which can later be developed into lesson plans.

The second paper (due Week 11) will be a similar treatment of a topic in human geography. Here the choice is very broad. Something conceptual can be chosen, such as cultural diffusion, cultural landscape, sequent occupance, or the demographic transition model. Or, a topic such as language, religion or ethnicity may be applied to a particular city, or how land use changes have affected a particular rural area.

Each paper should be 4-5 pages long, typed, double-spaced. A list of references should be included. The list need not be extensive but should indicate sources, including some geography books and periodicals. It may include more popular sources. Begin now to watch the media for current articles on "hot topics" such as acid rain, various kinds of pollution, refugees and migration streams, ethnic conflicts. Good ideas for papers can come from applying geographic knowledge to the explanation of current events and problems.

The final exam will consist of an objective part, to test knowledge of basic geographic vocabulary and concepts and an essay component.

Course Procedures. As we proceed through the topics, we will bear in mind both the *Guidelines* and the instructional objectives for World Geography in the Northern Virginia school systems. There will be opportunities for discussing ways of using content material from this course in the classroom. We will also talk about geographic tools and techniques. The major purpose of this course, however, is to supply teachers with content. Several experienced teachers, all of whom have geography degrees, have agreed to join us on certain days to teach a lesson on some aspect of geography. Teaching methods will thus be demonstrated by example, while content material is being covered.

In addition, academic geographers who are active in the current geographic education effort will be invited to make presentations.

When this course is offered as a summer institute in a compressed format, so that larger blocks of time are available, we will offer field trips. Usually two half-day field trips are scheduled. One takes us to Great Falls Park and surrounding areas to explore rock formations several hundred million years old. We will recreate the changing landforms as the original rocks were exposed to tectonic and gradational forces; the land use implications of the underlying geology will also be explored. As a sidelight on cultural geography, the layout and function of the Potowmack Canal and the old settlement of Matildaville will be discussed.

The second field trip will take us to two government offices where people are working in applied geography. At the Office of the Geographer, U.S. Department of State, Dr. William Wood will discuss the

office's research on current topics such as refugees, the Law of the Sea, international drug traffic patterns and terrorism. The second stop will be at the Geography and Map Division, Library of Congress, where Richard Stephenson will give a brief introduction to the enormous collection.

The major task in this course, in addition to the papers and class discussions, is to read an introductory college geography text of about 400 pages. While the task of reading less than 40 pages a week seems light, each chapter covers a different subfield of geography and contains new terms and concepts. We will obviously not be able to cover all this material by lecture, discussion, audiovisuals, sample exercises, or field trips; we will have to be selective.

This syllabus has been developed based on past experience and on the Fairfax County Standards of Learning Objectives, but it is flexible. If there are other topics that seem particularly important in light of future teaching expectations, students should mention them to the instructor early in the course.

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

The required textbook is *Introduction to Geography* by Getis, Getis and Fellmann (2nd edition, 1988, published by Wm. C. Brown). Also required is the recent publication *Guidelines for Geographic Education*, issued jointly by the Association of American Geographers and the National Council for Geographic Education.

Also recommended is *Strengthening Geography in the Social Studies Curriculum*, edited by Salvatore J. Natoli, a Bulletin of the National Council for the Social Studies. This publication is invaluable in terms of providing information on the current push in geographic education, as well as providing a list of important sources for teaching materials. Students will also be introduced to the new *Virginia Atlas*, maps and accompanying teaching exercises published by the Virginia Alliance; sample teaching exercises from the Population Reference Bureau; a packet of materials from the Educational Media Division of the National Geographic Society and informational materials from the National Council on Geographic Education.

PERIODICALS IN GEOGRAPHY

These are journals that are of particular use to teachers, especially those teaching in Virginia.

Focus is published by the American Geographical Society. It contains short articles written by professional geographers in a popular style. Excellent source of ideas for teaching modules.

Geographical Review, also published by the American Geographical Society, is a scholarly journal but is designed for a broad readership. The articles are usually about cultural geography, are illustrated and may provide in-depth information on certain topics that could be used in the classroom.

Journal of Geography is published by the National Council for Geographic Education. It is the prime source for teachers of geography, containing many suggestions for exercises and activities.

The Virginia Geographer, published by the Virginia Geographical Society, contains articles of interest to people teaching in the state.

Southeastern Geographer is, as its title implies, a regional journal of scholarly research. Articles usually, though not exclusively, on the Southeast are featured.

Teaching Geography is a British journal, comparable to the *Journal of Geography* in the United States. American teachers would do well to become acquainted with it, for geography is covered in much greater depth in the British curriculum.

Teachers should at least know the names of two scholarly journals published by the Association of American Geographers (AAG), the scholarly organization for professional geographers, both academic

and applied. The flagship journal, containing in-depth articles, many highly quantitative and requiring considerable background in the field, is the *Annals of the AAG*. The other is the *Professional Geographer*, containing shorter articles and more on applied geography. Both contain book reviews and are, therefore, of interest to teachers who want to know what is being published in the discipline.

BIBLIOGRAPHY

References on the annotated bibliography were used by the instructor to prepare this syllabus. They are also sources of information for teachers seeking additional information and ideas for classroom activities.

Archer, J. C., and F. M. Shelley. 1986. *American Electoral Mosaics*. Washington, DC: Association of American Geographers. Summary of American electoral geography, with electoral maps from many eras and at many scales. Good source for activities in political geography.

Boyd, A. 1987. *An Atlas of World Affairs*. 8th edition. New York: Methuen. This small and inexpensive paperback atlas is useful for political and historical geography. It gives concise summaries of many world troublespots.

de Blij, H. J., and P. O. Muller. 1988. *Geography: Regions and Concepts*. New York: Wiley. One of the most widely used world regional texts at the college level, it is also useful to teachers because it contains summaries and applications of many major concepts in geography.

de Blij, H. J. 1987. *The Earth: A Physical and Human Geography*. New York: Wiley. An introductory textbook providing systematic coverage of the whole field of geography. Comparable to Getis, Getis and Fellmann.

Garreau, J. 1981. *The Nine Nations of North America*. New York: Avon Books. This extremely popular book by a well-known journalist caught the imagination of the public and continues to catch the attention of students of all ages. Good for political and cultural geography.

Haggett, P. 1983. *Geography: A Modern Synthesis*. New York: Harper and Row. An alternate approach to introductory geography, focusing on concepts, ideas and tools, rather than the standard systematic coverage of physical and human geography.

Hirsch, E. D. 1987. *Cultural Literacy: What Every American Needs to Know*. New York: Houghton Mifflin. A best-seller that had considerable impact on the educational world. Teachers should note that many geography terms and place names are included in what every high school graduate should know in order to communicate with his/her fellow citizens.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, D.C.: Association of American Geographers and National Council for Geographic Education.

Jordan, T., and L. Rowntree. 1986. *The Human Mosaic*. New York: Harper and Row. One of the most widely used texts for introductory human or cultural geography. It is built around five themes: culture region, cultural landscape, cultural diffusion, cultural ecology and cultural integration.

Moran, J. M., and M. D. Morgan. 1986. *Meteorology: The Atmosphere and the Science of Weather*. New York: Macmillan. A detailed explanation of weather and climate for non-science majors. It is clearly written and has excellent diagrams.

Natoli, S. J., ed. 1988. *Strengthening Geography in the Social Studies*. Bulletin No. 81. Washington: National Council for the Social Studies. A progress report on goals and achievements in improving the status and quality of geography in the schools.

Pattison, W. D. 1964. The four traditions of geography. *Journal of Geography*. 75: 520-30.

Strahler, A. N., and A. H. Strahler. 1988. *Elements of Physical Geography*. New York: Wiley. A very popular basic textbook, with excellent color illustrations. Topics include the atmosphere, weather, climate, the origins and evolution of landforms, soils and vegetation.

Chapter 5

GEOGRAPHY 5193

WORLD REGIONAL GEOGRAPHY

Douglas C. Wilms
Department of Geography and Planning
East Carolina University

INTRODUCTION

East Carolina University is the largest public teacher training institution in North Carolina. The university was established as a regional normal school at Greenville in the early 1900's. Since that time it has grown into the state's third largest university with an enrollment of 16,500 students. Twelve percent of all majors are in the School of Education. The university offers comprehensive and diverse curricula in the schools of business, art, music, home economics, allied health and a recently established School of Medicine. The Department of Geography and Planning is a unit of the College of Arts and Sciences.

The training of teachers remains an important mission of the university, and the Department of Geography and Planning (currently fifteen members) has enjoyed a long-standing and productive relationship with the School of Education. Ties between the two units remain especially active, particularly in light of national awareness regarding geographical illiteracy.

Most education majors take at least one geography course—usually the introductory freshman course —a systematic course that may be described as a "fundamentals" course. According to the course syllabus, one-half of the semester is devoted to physical geography while the remainder deals with cultural and economic elements of the discipline. However, the regional content of North Carolina's public school middle grades social studies curriculum suggests that a systematic "earth and humans" course is probably not the best option available to prospective teachers. North Carolina's geography-based middle grades social studies curriculum, as outlined in the state's *Standard Course of Study*, is as follows:

Grade	Region
4	North Carolina
5	North and South America
6	Europe and USSR
7	Africa and Asia

This curriculum suggests that a solid one-semester world regional geography course best fits the needs of prospective teachers, especially if their schedules permit them to take only one geography course. A solid background in world regional geography, accompanied by adequate mapping and atlas activities, would cause teachers to be reasonably familiar with their subject regardless of the middle grade they were assigned to teach. The course proposed in this syllabus has been correlated with the *North Carolina Standard Course of Study*.

In 1984 the Association of American Geographers and the National Council for Geographic Education published *Guidelines for Geographic Education*. This booklet, which was destined to have a profound impact upon geographic education, demonstrated how geographic education focuses on five geographic themes: location, place, human-environment relationships, movement and regions. The themes have been adopted for several educational purposes. They are, for example, used as organizational constructs for teaching strategies in the National Geographic Society state alliance summer institutes. Moreover, the themes are being incorporated into state social studies curriculum materials, map activities, workbooks and textbooks. Accordingly, the themes are used as the organizational framework for this

syllabus. The format represents a handy method of teaching world regional geography—one by which education majors with limited backgrounds can successfully introduce geographic concepts to their students when they become teachers.

The syllabus is also a response to state social studies curriculum guidelines. The combination of world regional geography and the five themes is an attempt to direct the focus of a traditional university-level geography course to the needs of students who will become public school teachers. A special value of the syllabus is that it will help to close the gap between what is taught at the university level and the needs of the public schools.

COURSE INFORMATION

Course Name:	Geography 5193, World Regional Geography
Instructor:	Dr. Douglas C. Wilms
Office:	A223 Brewster Building
Office Hours:	9:00–11:00 Tues & Thurs, or by appointment
Phone:	(919) 757–4163

Description. Geography 5193, World Regional Geography, is a 3-hour introductory survey of the world's major regions. The course emphasizes the geographic aspects of the physical environment, population, economy, resources and current issues in each region. The five fundamental themes of geography—location, place, human-environment relationships, movement and region—will be used as the organizational framework for the course.

The course was designed primarily for senior level preservice students and inservice teachers working toward graduate certification, although it can be adapted for freshmen and sophomores. Course content conforms to the curriculum specifications outlined in the North Carolina Standard Course of Study, thereby making the course especially suitable to the needs of middle grades and high school geography and social studies teachers. This 5000 level course carries either graduate or undergraduate credit. Graduate students are required to write a substantive research paper or produce an appropriate lesson plan. The topics of these projects are discussed and agreed upon by both the professor and student during the second week of the semester.

COURSE OBJECTIVES

General. The general objectives of this course are to teach future teachers 1) the use of the five themes of geography as organizing constructs, 2) the principal concepts of world regional geography, and 3) the integration of this knowledge into the state social studies curriculum as identified in the Standard Course of Study.

Geography themes and key ideas include:

Location: Position on the Earth's Surface

1. Understand that the location of places can be described using relative terms
2. Know that places can be described using reference systems
3. Understand that reasons can be identified for the location of places

Place: Physical and Human Characteristics

1. Understand that places have physical and human characteristics
2. Know that communities may be described or represented in different ways

Human-Environment Relationships

1. Understand that cultures adapt to and change their environments
2. Discuss and understand the impact of technology upon the environment

Movement: Humans Interacting on the Earth

1. Understand that movement can demonstrate interdependence
2. Know that movement involves linkage between places
3. Know that patterns of movement involve people, places and products

Regions: How They Form and Change

1. Understand that regions are a way to organize information
2. Know that regions have common characteristics
3. Know that regions change

COURSE OUTLINE

Calendar:

Week	Topic	North Carolina Grades
1	Intro. to Geography	4, 5, 6, 7, 8, 10
2	Intro. to World Regional Geography	4, 5, 6, 7, 8, 10
3	Themes of Geography	4, 5, 6, 7, 8, 10
4	Have & Have Nots - The World of Maps	5, 6, 7, 10
5	Exam I	6, 10
6	Europe	6, 10
7	USSR, Oceania	6, 10
8	Exam II	5,10
9	Spring Break	
10	North America	5, 10, 7, 10
11	Quiz; Japan	7, 10
12	Latin America	5, 10
13	Africa & SW Asia	7, 10
14	India & South Asia	7, 10
15	China & SE Asia	7, 10
		FINAL EXAM

Outline:

I. Introduction

A. A definition of geography
B. Basic ideas of world geography
C. What is a region?
D. Major regions identified: dominant features of each, how they form & change
E. Five fundamental themes of geography
   1. Location
   2. Place
   3. Human-environment relationships
   4. Measurement
   5. Regions

II. Location

A. Review of latitude and longitude; parallels and meridians; tropics, and Arctic and Antarctic Circles; prime meridian and equator; distance and scale; map symbols.
B. Absolute and relative (site and situation)

C. Time zones
D. Map exercise: geographic grid, major landforms and water bodies

III. Place

A. Physical features
1. Earth-sun relationships; climate controls, hydrologic cycle
2. Major landforms and water features
3. World climatic regions (includes soil and vegetation types)
a. Tropical Wet (Af and Am)
b. Tropical Wet and Dry (Aw)
c. Desert (BW)
d. Semi-arid (BS)
e. Humid Subtropical (Cfa)
f. Mediterranean (Csa)
g. Marine West Coast (Cfb)
h. Humid Continental (Dfa)
i. Subarctic (Dfc)
j. Tundra (ET)
k. Ice Cap (EF)
4. Climograph exercise: selected stations

B. Human features
1. Population: urban morphology/world urban systems
2. Resource use and industrial development:
a. Primary sector: agriculture; forestry; fishing; mining (rural land use patterns)
b. Secondary: manufacturing
3. Culture/cultural universals: religions, languages, customs, dietary preferences, cultural landscapes, ideologies
4. Economic/political patterns:
a. Planned vs. market economies
b. Political patterns and cooperative organizations (United Nations, North Atlantic Treaty Organization, European Community)
5. Atlas exercise: population, etc.

IV. Human-environment relationships

A. Sequent occupance
B. Elements of the natural environment
1. Landforms, climate, natural vegetation, soils, animal life, water resources, mineral resources
2. Environmental perception/environmental determination; possibilism; humans as active modifiers of earth's surface

C. Resource abuse
1. Rising levels of oceans
2. Deforestation
3. Desertification
4. Oil spills
5. Coastal erosion
6. Ozone depletion
7. Acid rain

D. Open atlas quiz

V. Movement

A. Transportation modes: water, road, rail, air, pipelines, communication
B. Trade
1. International trade/global interdependence
2. Dominant nations/commodity flows
3. Regional and/or commodity based trade organizations

C. Population migration
   1. Motives: forced, voluntary, economic
   2. Attractive/repellent reasons
   3. Contemporary

D. Innovation diffusion
   1. Acculturation/cultural diffusion
   2. Political/economic ideas
   3. Ideas/music/fads

Exam I

VI. Region

A. Developed vs. less developed (haves and have nots)

EUROPE

I. Location

A. Absolute location: northern latitudinal position: prime meridian; countries, cities, water bodies
B. Relative location: Europe's location relative to U.S.S.R., Africa, Middle East
C. Major sea lanes
D. Europe map exercise/quiz

II. Place

A. Physical
   1. Landforms
      a. Ice age processes
      b. Peninsula of peninsulas
      c. Plains, highlands, mountains
   2. Major climatic zones
      a. North Atlantic Drift and indentation of water bodies.
      b. Westerly winds, marine vs. continental climates
   3. Climatic types
      a. Marine West Coast
      b. Mediterranean
      c. Humid Continental
      d. Subarctic
      e. Tundra
      f. Highland
   4. Natural Resources
      a. Non-renewable: coal, iron, oil
      b. Renewable: timber, fish, scenic resources
      c. Hydroelectric/geothermal power/solar

B. Human
   1. Early civilizations
   2. Population, settlement patterns, trends
   3. Cultural universals: religion, languages, politics, ethnic origins
   4. Economic systems
      a. Agricultural patterns
      b. Industrial patterns
      c. Forestry/mining/fishing
      d. Tourism
      e. Energy

III. **Human-environment relationships**

A. Land use
   1. Dutch land reclamation
   2. Channel tunnel

B. Environmental hazards
   1. Acid rain/deforestation
   2. Air and water pollution
   3. Toxic waste/nuclear energy (the green party)/North Sea oil

IV. **Movement**

A. Territorial evolution of Europe
B. Discovery and exploration/colonization
C. Industrial Revolution
D. Beginning of urbanization
E. Wars
F. Migration/guest workers
G. Transportation network: water (rivers and canals), rail, road, air
H. Trade links/interdependence/European Community
I. Extra-community trade

V. **Regions**

A. The United Kingdom: colonial power and home of the Industrial Revolution
B. Northern Europe: lands of the midnight sun
C. Western Europe : the cultural hearth of Europe
D. Mediterranean Europe: birth place of democracy
E. Eastern Europe: ethnic diversity

U.S.S.R.

I. **Location**

A. Absolute: high latitude position; huge area, 8.6 million square miles; 11 time zones
B. Relative: Europe and Asia; landlocked; borders 12 countries; ice-free ports are isolated and inaccessible
C. Map location exercise/quiz

II. **Place**

A. Physical
   1. Landform regions: dominance of plains; natural barriers
   2. Climatic types: dominance of continentality
      a. Tundra
      b. Subarctic
      c. Humid Continental
      d. Semi-arid
      e. Desert
      f. Mediterranean
      g. Humid Subtropical
      h. Highland
   3. Hydrology: frozen rivers
   4. Natural Resources: continental in scope

B. Human
   1. Political organization (SSRs) and nationality groups
   2. Cultural universals
   3. Agricultural systems
      a. Fertile triangle

b. *Kolkhoze*
c. *Sovkhoze*

4. Settlement patterns/population movement
5. Planned economy/industrial power
6. Quality of Life
   a. Housing
   b. Education
   c. Health
   d. Recreation
   e. *Glasnost* and *Perestroika*
   f. Prices and availability of goods and services

III. Human-environment relationships

A. Environmental handicaps to agriculture: permafrost, winters, dryness
B. Virgin and Idle Land Scheme (1954): attempt to open new lands to agriculture
C. Use of nuclear energy: Chernobyl
D. Earthquakes: Armenia
E. Water diversion/shrinking of Caspian and Aral Seas
F. Soviet Arctic river schemes

IV. Movement

A. Population/west to east migration
B. Political refugees: internal and external
C. Recent urbanization
D. Transportation and trade/Trans-Siberian Railroad
E. Air and road traffic
F. Foreign trade
G. Diffusion of political ideology

V. Regions

A. A new Soviet Heartland?
B. Nationality problems in the Balkans and Trans-Caucasia
C. Autonomous regions
D. Regional Analysis
   1. Siberia
   2. Soviet Central Asia
   3. Moscow
   4. Ukraine

NORTH AMERICA

I. Location

A. Identify major landforms and water bodies in United States and Canada
   1. For absolute locations consult atlas
   2. For relative locations consider:
      a. Rivers and their regional importance
      b. Landform systems
      c. Major urban areas
      d. U.S. and Canadian/Latin American relationships
B. Use maps/atlas to analyze settlement patterns
C. Map location exercise/quiz

II. Place

A. Physical
   1. Landform regions

2. Climatic regions/vegetation/soils
3. Natural resources: minerals, forests, fisheries
4. Hydrology: major river systems; Great Lakes

B. Human
1. Agricultural regions: crops and livestock
2. Settlement patterns: historical and contemporary
3. Ethnic characteristics
4. Industrialization
   a. United States manufacturing belt
   b. Migration to Sun Belt

III. Human-environment relationships

A. Adaptations to the environment
1. American Indians
2. Early plantations
3. Great Plains/Westward migration
4. Environmental perception

B. Environmental hazards
1. Acid rain
2. Air and water pollution
3. Toxic waste
4. Natural disasters
5. Man-made disasters

IV. Movement

A. Westward movement/Hispanic movement north
B. A nation of immigrants
C. Rural to urban migration
1. Urban to suburban
2. Mass transit
D. Sunbelt migration
E. Leisure time and recreation
F. Transportation and trade
1. Freight
2. Foreign trade and global interdependence

V. Regions

A. Northern and southern Canada
B. Garreau's "Nine Nations of North America"
C. Megalopolis, "Bible Belt," Other regions
D. Core Regions
1. New England
2. Maritime Canada
3. French Canada
4. Agricultural Heartland
5. South
6. Southwest
7. West Coast

MIDDLE EAST

I. Location

A. Absolute location: North Africa and Southwest Asia, historical crossroads of three continents
B. Relative location: to other major regions; within context of the World of Islam; important trade and transportation center

C. Middle East map exercise/quiz

II. Place

A. Physical
   1. Landforms: primarily plateaus, plains in river valleys, mountains in east and west
   2. Importance of water
      a. Oceans and seas
      b. Straits and canals
      c. River systems: Nile, Tigris, Euphrates
      d. Oases, wadis
   3. Animal life: camels, sheep, goats
   4. Climate and soils
      a. Arid
      b. Semiarid
      c. Mediterranean
   5. Natural resources: limited except for petroleum

B. Human
   1. Mesopotamia: factors that gave rise to urban life
   2. Other early civilization
   3. Rise of nationalism
   4. Zionism
   5. Religion
      a. Judaism
      b. Islam: five pillars; Shiite vs Sunnite
      c. Christianity
   6. Ethnic diversity
   7. Settlement patterns
   8. Agriculture
      a. Crops
      b. Kibbutzim
      c. Pastoralism: camels
   9. Tourism and religious pilgrimages

III. Human-environment relationships

A. Ecumene: life in a desert environment
B. Water desalinization
C. Cost/benefit analysis of Aswan High Dam
D. Irrigation
   1. Methods
   2. Areas: Negev; Nile Valley; Mesopotamia
E. Buildings and clothing adapted for desert climate

IV. Movement

A. Early land routes between Mesopotamia and Nile River
   1. Movement of ideas between culture hearths
   2. Early trade
B. Spread of monotheistic religions
C. Importance of straits, canals and pipelines
D. Suez Canal
E. Refugee issues/Palestinian camps: Kurds, Afghans, Armenians
F. Organization of Petroleum Exporting Countries (OPEC)
G. The territorial evolution of Israel

V. **Regions**

A. The Non-Arab North
B. The Magreb
C. The Levant
D. The Arabian Peninsula

AFRICA SOUTH OF SAHARA

I. **Location**

A. Absolute location: astride the equator, 11.7 million square miles; 5000 miles north to south
B. Relative location: flanked by Atlantic and Indian Oceans; accessible from major continents; Gondwanaland/Continental Drift Theory
C. Map location exercise/quiz

II. **Place**

A. Physical
   1. Landforms: mountains, basins, Great Rift Valley, plateaus
   2. Hydrology: lakes - Victoria, Tanganyika, Malawi; rivers - Nile, Zaire, Niger, Zambezi, Lualaba
   3. Climate
      a. Intertropical Convergence Zone
      b. Vegetation: rainforest, savanna, desert
      c. Low fertility soils
   4. Native animal life: Game preserves/National Parks
   5. Natural resources

B. Human
   1. Settlement patterns : highest population growth rate: concentrations: Guinea Coast, East African Highlands, South Africa
   2. Agriculture
      a. Subsistence/shifting agriculture
      b. Plantation
      c. Nomadic herders
   3. Mining, forestry, industries
   4. Cultural universals: languages, religions, ethnic variety
   5. History: colonialism and rising nationalism
      a. Colonial rule/policies
      b. Nationalism
      c. Apartheid
      d. Organization of African Unity (OAU)

III. **Human-environment relationships**

A. High incidence of diseases (malaria, river blindness, sleeping sickness)
B. Food shortages: due to overpopulation, drought, emphasis on cash crops, environmental problems
C. Insect pests: locusts
D. Nile River/Sudd Swamp: irrigation and drainage
E. Population growth and environmental degradation/desertification

IV. **Movement**

A. The Slave Trade
B. Foreign trade/European colonialism
C. East African Refugees
D. Interregional Connections poor, due to:
   1. Inadequacy of infrastructure (roads, rails, etc.)
   2. Cape to Cairo road never materialized
   3. TransAfrican Highway completed in 1978 but maintenance a problem

V. **Regions**

A. South Africa
B. Sahel
C. East African Highlands
D. West Coast
E. Equatorial Africa

ASIA

I. **Location**

A. Absolute location: South, Southeast and East Asia; mainland vs. islands
B. Relative location: relative to the Western World, Middle East and U.S.S.R.; changing nature of the Pacific

II. **Place**

A. Physical
   1. Landforms: especially Himalayas, Tibetan Plateau & Karakorams
   2. Tropical wet climate, monsoon systems, continentality, steppe, desert, humid subtropical climate
   3. Pacific Ring of Fire
   4. Hydrology: major river systems such as Gangetic Plain, Huang Ho (China's Sorrow), Yangtze & Xi
   5. Natural resources: coal, iron, petroleum

B. Human
   1. Population distribution
   2. Intensive agricultural systems
   3. Early culture hearths
   4. Cultural universals: religions, languages and ethnic diversity
   5. Industrial districts: new industrialized areas: Japan, South Korea, Taiwan, Hong Kong & Singapore, India, Indonesia, Thailand and the Philippines
   6. European colonization and historical involvement
   7. Quality of life

III. **Human-environment relationships**

A. Terraced farming as an example of intensive land use
B. Air and water pollution in Japan
C. Natural hazards: flooding in China, earthquakes in Japan, tsunamis in Bangladesh
D. Limits to growth: China and Singapore as examples
E. Deforestation, soil erosion and flooding

IV. **Movement**

A. Mountain passes and sea lanes
B. Colonialism and western expansion into Asia

C. Industrial development and its infrastructure
D. Passenger and freight transportation, especially the British railway system; bullet trains.
E. Foreign trade and trade zones
F. Human migrations: Long March in China
G. Refugees

V. Regions

A. South Asia
1. Religion and politics among India, Pakistan and Bangladesh
2. Civil war in Sri Lanka

B. Southeast Asia
1. The political situation of the Indo-Chinese peninsula
2. The Malay peninsula
3. Islands

C. East Asia
1. The political situation of Hong Kong
2. Manchuria: China's industrial gem
3. Reunification of Korea
4. Nationalist China
5. Japan: economic miracle; economic nationalism and the Land of the Rising Sun

LATIN AMERICA

I. Location

A. Absolute and relative location: North America, Europe, Africa
B. Mainland and islands
C. Major cities, rivers, mountains, seas and other water bodies
D. Latin America map exercise/quiz

II. Place

A. Physical
1. Landform regions; volcanic areas
2. Major river systems; island groups
3. Climatic regions and vertical climatic zones:
a. *Tierra Caliente* (0-3000') - hot
b. *Tierra Templada* (3000'-7000') - temperate
c. *Tierra Fria* (7000' - higher) - cold

B. Human
1. Pre-Columbian Civilizations: Mayas, Aztecs, Incas
2. Empire building era: gold, greed, glory, gospel
3. Ethnic diversity: Indians, Mestizos, Blacks, Zambos, Whites, Asians
4. Cultural universals: religion and languages
5. Population characteristics
6. Traditional agricultural systems: pastoralism, subsistence, commercial
7. Economic development: industry, energy, fishing, tourism and recreation

III. **Human-environment relationships**

A. Ecumene vs. negative areas
B. Mineral exploitation (unequal distribution)
C. Deforestation/slash and burn agriculture; soil erosion
D. Environmental degradation in the Amazon Basin
E. Air pollution

IV. **Movement**

A. Foreign enterprise and investment
B. Transport and communication: single export economies
C. Panama Canal
D. Population migration/urban growth
E. Political and economic refugees
F. New national capitals: to diffuse population concentrations
G. Transamazonia highway
H. Drug production and shipments

V. **Region**

A. Developed vs. less developed Latin American subregions
   1. Central America
   2. West Indies
   3. South America
      a. Northern South America
      b. Central Andean Republics
      c. Temperate South America
      d. Brazil

B. Central American Common Market (CACM)

OCEANIA

I. **Location**

A. Absolute and relative location:South Pacific isolation outpost of Western Culture
B. Map location exercise/quiz

II. **Place**

A. Physical
   1. One continent; numerous islands and island groupings: Polynesia, Micronesia, Melanesia
   2. Landforms and climate: aridity and artesian water
   3. Natural resources/thermal regions/scenic wonders

B. Human
   1. Economic isolation
   2. Pastoral farming and herding for export
   3. Industrial development/mining/Commonwealth Association
   4. Aboriginal population/recency of settlement/sparse population/immigration policies
   5. Urban systems/settlement patterns

III. **Human-environment relationships**

A. Water diversion; irrigation schemes
B. Overgrazing: sheep, cattle, rabbits
C. Limits to growth

D. Elimination of pests

IV. Movement

A. Penal Colony settlement
B. Foreign trade: patterns and partners
C. Improvement of transportation
   1. Standardization of gauges
   2. New rail links and highways
D. Global interdependence
E. Recreation and tourism in the South Pacific

V. Region

A. Regional Divisions of Oceania
   1. Australia
   2. New Zealand
   3. Pacific Islands
B. Antarctica: a continental outlier

EVALUATION METHODS

Grading:

1 Quiz	10 percent
2 Exams	40 percent
6 Map Quizzes	20 percent
Final Exam	30 percent

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Wheeler, J.H. and J.T. Kostbade. 1990. *World Regional Geography*. Philadelphia, PA: Saunders College Publishing.

World Atlas. 1988. 2nd ed. Glenview, IL: Scott, Foresman and Co.

1990 World Population Data Sheet. Washington, DC : Population Reference Bureau.

BIBLIOGRAPHY

de Blij, H. J., and P. O. Muller. 1988. *Geography: Regions and Concepts*. 5th ed. New York: John Wiley & Sons.

Fisher, J. S., ed. 1989. *Geography and Development: A World Regional Approach*. 3rd ed. Columbus, OH: Merrill Publishing Company.

Global Geography. 1988. Bloomington, Indiana: Agency for Instructional Technology. A ten-program educational television series in geography for grades 6-10.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, DC: Association of American Geographers and National Council for Geographic Education.

K-6 Geography: Themes, Key Ideas and Learning Opportunities. 1987. Washington, DC: Geographic Education National Implementation Project. Available from National Council for Geographic Education , 16-A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

Natoli, S. J., ed. 1988. *Strengthening Geography in the Social Studies*. Bulletin No. 81. Washington, DC: National Council for the Social Studies.

Chapter 6

GEOGRAPHY 102

WORLD REGIONAL GEOGRAPHY*

William R. Strong
Department of Geography
University of North Alabama

INTRODUCTION

This syllabus was prepared for implementation in the department of geography at the University of North Alabama, which under a previous name, is the oldest state supported teacher college south of the Ohio River. From its early origins, the University of North Alabama has developed into a comprehensive regional state university which shares the broader purposes of institutions of higher learning. Teacher training continues to be a vital part of the university's mission.

The department of geography provides a curriculum with coursework that is "applicable to the general studies components of all programs, and coursework contributory to other curricula, including the programs for the preparation of elementary and secondary teachers offered through the School of Education." The syllabus for "World Regional Geography" is used in a new course by the same name at the University of North Alabama and is offered as GE 102. The course serves as an option in the social and behavioral sciences area of the general studies component of the university and for elementary and secondary education. It is required for both the general and professional majors in the department of geography.

For a geography major, this course provides the first experience with the major world regions and their characteristics as seen through the framework of the five fundamental themes of geography. It also gives them an overview of the broad field of geography as well as some of the fundamental tools that are used in geographic research.

For many other students who take the course as a social and behavioral sciences option, this is their only exposure to the world as seen from the geographic viewpoint. An increasing number of elementary education majors take this course, even though their elementary education curriculum does not require a geography course. They do this because of advice from their advisers and because they are required to teach map and globe skills, along with some regional geography in grades K-6. This course is the only one that provides basic training in these skills.

For the secondary education major in geography, GE 102 is a requirement. A second major is also required of the student in secondary education unless the major is in the social science field. In this case GE 102 becomes optional, but it is usually taken by the student.

The State of Alabama Social Studies Course of Study requires that some amount of geography be taught in almost every grade. In most cases, geography is infused into the course content but it is a

*This syllabus was developed with the help of the following curriculum consultants: Mr. Billy Warren, Florence City Schools, Florence, AL; Dr. Janice Nicholson, Department of Elementary Education, University of North Alabama, Florence, AL; Dr. Tom Martinson, Department of Geography, Auburn University, Auburn, AL.

separate course in the ninth grade where it is not "require" but "highly recommended" as a one semester course. Many schools in Alabama now require this course as part of their high school curriculum.

Basic map and globe skills are taught or are used throughout the K-12 grades. These skills are the main focus in grades K-3. However, in grades 4, 5, and 7, sections of the semesters are directed toward a regional studies approach to the United States and Canada, Latin America, and of the eastern hemisphere. Only in the ninth grade is there a focus on the entire world for one semester. It is at this time that the student is exposed to the global village and its interdependent nature. But whether or not geographic skills or world regional studies are actually taught is oftentimes at the discretion of the individual teacher or school system. This situation may be the result of a lack of geography coursework during a teacher's university career and the resultant feelings of inadequacy. It is important, therefore, that the preservice teacher who opts to take GE 102 receive a solid overview of geographic skills and information related to world regional geography.

The principle goal of this course is to give the student a global outlook from which he or she can see the world in its uniqueness as well as its totality. To accomplish this goal, the student is introduced to the spatial thinking of the geographer, maps and globe skills, and the concept of dividing the world into convenient regions that show their individuality while stressing their interrelatedness. The five fundamental themes of geography are woven into the fabric of the lectures not only for instruction in this course, but also because these themes are included in the K-12 social studies curriculum in Alabama and are thus important for the preservice student taking the course.

The principle objectives of this course are to help the student understand the geographic method of inquiry and the utility of the five fundamental themes of geography, understand the use of maps, globes, charts, and other graphic material in geographic inquiry, distinguish worldwide spatial patterns of physical and human characteristics, ask geographic questions distinguished by the "where" and "why there" aspects of the problem, and to apply problem solving and critical thinking procedures to geographic information.

The course was taught as an undergraduate course for the first time during the fall semester, 1989. It was well received by the students for its broad approach to understanding geography and world regions. The syllabus will continue to be taught during the next academic year. It will probably be subject to some modification in the future because the Social Studies Course of Study will be revised in 1992, and it is the purpose of this syllabus to be sensitive to that document in helping prepare current preservice students for teaching in the Alabama public school system.

COURSE INFORMATION

Course Name:	Geography 102 World Regional Geography
Instructor:	William R. Strong, Professor and Head of Department of Geography
Office:	Wesleyan Hall 120
Office Hours:	Mon. Fri., 8:00-9:00; other times by appointment
Telephone:	760-4218

Course Description: GE 102 World Regional Geography is described in the 1989-1990 University of North Alabama Bulletin as follows: "The geographic method of inquiry is used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world." It is offered in the fall, spring, and summer for three credit hours.

This course is designed to acquaint the student with the human and physical attributes which give uniqueness and diversity to world regional patterns on the earth's surface. Emphasis is placed on the application of the Five Fundamental Themes of Geography as an organizational framework from which different regions of the world are studied. This approach is being undertaken in geography courses

throughout the United States and reflects the approach taken by the Alabama State Department of Education for social studies instruction in grades K-12.

The information gained from this course is useful to the student from several points of view. World Regional Geography gives the student a global outlook from which he or she can see the world in its uniqueness as well as its totality. The student begins to see the interconnectedness of planet earth and to understand that everyone is a citizen contributing to its welfare and to its environmental change. This outlook is achieved by using the fundamental themes of geography and by investigating the different human and physical regions of the world which are conveniently delineated by professional geographers.

The student who is majoring in either elementary or secondary education will find that this course is sensitive to the Alabama K-12 Social Studies Course of Study. Most grade levels incorporate geography into the curriculum beginning with basic map and globe skills in the early grades and advancing to a comprehensive world regional geography view in high school. It is offered at the freshman level in the university because it will not only fulfill a fundamental requirement for preservice teachers in secondary education who must major in geography but also because it may be the only geography course for those who expect to teach the K-6 curriculum and find that geography is infused in their teaching requirements. With modification and expanded requirements, this course can be adapted to a graduate level course, GE 503 - Regional Geography for Teachers.

Thus the benefits of studying World Regional Geography accrue to the student who takes the course as an elective, as a requirement for the core curriculum, as a requirement for the education degree component, and as a requirement for a geography major. Each individual may have a different reason for studying geography, but all learn that a knowledge of world geography is critical to being a well-informed citizen.

COURSE OBJECTIVES

General. By the end of the course, students should gain a greater knowledge of the world through the perspectives of geography. The objectives for this course are divided into instructional objectives and skills objectives. Instruction in World Regional Geography will include but not be limited to these objectives.

Instructional. The primary objectives of the course are to introduce the students to the five fundamental themes of geography as a framework for analyzing and understanding the world's major geographic realms. Following instruction in World Regional Geography, students will:

1. Understand the geographic method of inquiry and the five fundamental themes of geography.
2. Understand basic map use : reading: analysis and interpretation.
3. Understand the use of maps, globes, charts, and other graphic material in geographic inquiry.
4. Distinguish the worldwide spatial distributions of landforms, climate, vegetation, soils and other natural resources.
5. Distinguish the worldwide spatial distributions of major demographic, cultural, economic, and political attributes.
6. Investigate the differences between the developed and lesser developed areas of the world.
7. Understand that knowledge of locations and their characteristics is a key to understanding human (global) interdependence.

Skills. Instruction in World Regional Geography will include skills development which will enable students to:

1. Ask geographic questions distinguished by the "where" and "why there" aspects of the problem.

2. Acquire geographic information by finding places on maps and in atlases, by observing human and physical characteristics of places, and by obtaining data about people's geographic activities.
3. Analyze geographic information obtained from maps, graphs, and tabular data.
4. Apply problem solving and critical thinking procedures to geographic information.
5. Present geographic information in both written and oral formats.

COURSE OUTLINE

The committee that wrote the Social Studies course of Study used the *Guidelines for Geographic Education, Elementary and Secondary Schools* (Joint Committee) for suggestions on the geography content. Noting that geography was an important part of the education process, the committee included some amount of geography education in almost every grade. In most cases, geography is infused into other course content but it is a separate and distinct course in the ninth grade. The major topics in this course syllabus are correlated to the Social Studies Course of Study in the following outline:

Major Topics	Correlation to Course of Study	Number Of Instructional Hours
I. Introduction to Geography		8
Five Fundamental Themes	K-12	
Map & Globe Skills	K-6	
Examination # 1		
II. The Developed Realm		
U.S. & Canada	4th, 5th, 9th, 10th*, 11th**	5
The European Region	7th, 9th, 10th, 11th	4
The U.S.S.R.	7th, 9th, 10th, 11th	4
Japan	7th, 9th, 10th	1
The Pacific World	7th, 9th, 10th	1
Examination # 2		
III. Underdeveloped Realm		
Latin America	6th, 9th	5
Middle East & North Africa	7th, 9th	4
Africa South of Sahara	7th, 9th	4
Asia 7th, 9th, 10th	7th, 9th, 10th	4
Examination # 3		
Final Examination		

*Geography is infused in World history, an elective in 10th, 11th, or 12th grades
** Geography is infused in U.S. history

Detailed Outline

I. Introduction to the course

A. Introduction to geography
   1. A definition of geography
      a. A brief history of geography
      b. Geography's spatial focus
      c. Comparison with temporal focus of history

d. Geography as an integrative discipline
e. The regional/topical dichotomy

2. Geographic education in American schools
   a. A decade of illiteracy tests and results
   b. Geographic literacy in foreign countries
   c. Geographic education in the Alabama curriculum
3. Geography as a survival skill
   a. Understanding the world of spatial interconnections
   b. Understanding elements of foreign cultures
   c. Global interdependence
   d. Map use in every day life
   e. Careers in geography
4. World regional geography
   a. Physical characteristics of the world
   b. Human characteristics of the world

B. Organization of the course
1. Five fundamental themes of geography
   a. Location
   b. Place
   c. Human-environment relationships
   d. Movement
   e. Regions
2. The developed world
3. The less-developed world

C. Location: position on the Earth's surface
1. Absolute location - site
   a. Latitude, longitude, and other coordinate systems
   b. Distance, direction, scale, time zones, and symbols
   c. Maps, globes and atlases
   d. Map use - reading, analysis and interpretation
2. Relative location - situation
   a. Proximity to human and physical resources
   b. Temporal nature of relative location
3. Map and atlas exercises
   a. Finding location using latitude and longitude
   b. Determining time in different countries of the world
   c. Reading symbols and determining distance using different scales

D. Place: tangible and intangible characteristics of location
1. Physical characteristics
   a. Earth - sun relationships
   b. World landforms and water features
   c. World climates - Koeppen-Geiger classification system
   d. World vegetation patterns
   e. World soil groups
   f. World natural resources

   Exercise: Computer generated climograph for selected stations

2. Human characteristics
    a. Population - major world concentrations, demographic measures, density, growth rates, population pyramids, demographic transition
    b. Major families of language
    c. World pattern of religions
    d. Economic activities - measures of development
    e. Political systems
    f. Settlement patterns

E. Human-environment relationships
1. Environmental determinism, possibilism and human ecology
2. The changing face of the Earth through human intervention
3. Environmental perception
4. Population growth and resource limitations
5. Use and abuse of resources
    a. Deforestation
    b. Acid rain
    c. Desertification
    d. Ozone depletion
    e. Oil spills
    f. Aswan dam controversy
    g. Strip mining
    h. Landfill

F. Movement: humans interacting on the Earth
1. Diffusion and migration defined
2. Innovation diffusion
3. Population migration
4. Transportation
5. Global communication
6. International trade
7. Global interdependence

Class activity: diffusion games

G. Regions: how they form and change
1. A basic unit of geographic study
2. Basic types of regions
    a. Formal
    b. Functional
    c. Physical
    d. Cultural
    e. Political
3. Developed vs. less-developed regions

H. Selected tools in geographic research
1. Aerial photography
2. Satellite imagery
3. Geographic information systems (GIS)

FIRST EXAM

SUGGESTIONS FOR INSTRUCTIONAL ACTIVITIES

1. Atlas familiarization and exercises.
2. Walking field trip in historic district of the city.
   Students prepare a written statement on the historic district using the Place theme.
3. Computer based learning using games such as *Where in the World is Carmen San Diego* and exercises on all five themes using *PC Globe* and *PC USA*.
4. Geographers at work: demonstration of remote sensing and GIS lab.

THE DEVELOPED WORLD

II. North America

A. Location
   1. Northern and Western Hemisphere
   2. Political units
   3. Relation of U. S. vis à vis Canada and Mexico

B. Place
   1. Physical features
      a. Landform regions
      b. Climate, soils and vegetation regions
      c. Hydrology - major rivers and lakes
      d. Natural resources
   2. Human characteristics
      a. Population characteristics and spatial patterns
      b. Settlement patterns: rural heritage - urban present
      c. Agricultural activities - a shrinking labor force
      d. Urbanization
      e. Industrialization

C. Human-environment relationships
   1. Historical adaptations to the environment
   2. Resource discoveries and usage
      a. Agriculture
      b. Industrialization
      c. Urbanization
   3. Water and air pollution
   4. Toxic waste problems
   5. The landfill dilemma
   6. Natural and man-made disasters

D. Movement
   1. Historic patterns of movement to the west
   2. Contemporary Hispanic movement from the south
   3. Rural to urban migration
   4. Migration to the Sunbelt
   5. Transportation: the interstate highway system example
   6. Foreign trade and global interdependence

E. Regions of the U. S.
   1. Landform regions
   2. Agricultural regions
   3. Eight core regions
   4. "Nine Nations of North America"

SUGGESTIONS FOR INSTRUCTIONAL ACTIVITIES

1. Exercise in land use - land cover analysis
2. Discussion of the three functional models of cities - sectoral, concentric, and multiple nuclei
3. Exercises on pattern recognition in student's own city or town
4. Discussion of the United States Public Land Survey System of land partitioning. Exercise on location parcels of property ownership.

III. THE EUROPEAN REGION

A. Location
   1. Latitudinal and longitudinal extent
   2. Nations and major cities
   3. Center of the continental landmasses
   4. Major sea lanes

B. Place
   1. Physical features
      a. Landforms
      b. Pleistocene glaciation
      c. Climatic zones
      d. Hydrological features
      e. Natural resources
   2. Human characteristics
      a. Historical geography
      b. Population concentrations
      c. Language diversity
      d. Religion
      e. Ethnicity
      f. Agriculture
      g. Industrial concentrations
      h. Supranationalism: political and economic alliances
      i. Tourism

C. Human-environment relationships
   1. Land use and land use change
      a. Land reclamation from the sea
      b. Agricultural patterns
      c. The "Chunnel"
   2. Environmental concerns
      a. Acid rain
      b. Deforestation
      c. Nuclear fall-out
      d. Toxic waste
      e. Air and water pollution
      f. Strip mining
      g. Offshore oil production

D. Movement
   1. Historical geography - Age of Discovery and Colonialism
   2. Population movements from East to West Germany
   3. Industrial revolution diffusion
   4. Urbanization
   5. Complementarity, transferability, and intervening opportunities
   6. Foreign trade
   7. Regional and global interdependence
   8. Elimination of a barrier to movement - the Iron Curtain

E. Regions
   1. The British Isles
   2. Western Europe
   3. Northern Europe
   4. Mediterranean Europe
   5. Eastern Europe

SUGGESTION FOR ACTIVITIES

1. Introduction to the von Thunen model of agricultural activities
2. Diffusion games: explanation of the mechanics of the diffusion process including types, barriers and barrier effects.
3. Demonstration of ideas passing through a population such as the classroom.

IV. THE UNION OF SOVIET SOCIALIST REPUBLICS

A. Location
   1. Latitudinal and longitudinal extent
   2. Continental size area
   3. Largest territorial state in the world
   4. Republics and major cities
   5. Relative location to European and Asian countries

B. Place
   1. Physical features
      a. Landform regions - plains, basins and mountains
      b. Climatic zones - from desert to tundra
      c. Hydrology - lakes, rivers and other water bodies
      d. Natural resources
   2. Human characteristics
      a. Population distribution and settlement patterns
      b. Ethnic mosaic
      c. Collectivized agriculture
      d. Industrialization in a planned economy
      e. Urban development
      f. *Glastnost* and *Perestroika* - demonstrations, elections, and independence movements

C. Human - environment relationships
   1. Environment of handicaps in agricultural and industrial development
   2. Resource extraction - oil, gas and coal
   3. Virgin Lands scheme
   4. Disaster with water diversion projects - the Aral Sea example
   5. Nuclear energy disasters - the Chernobyl example

D. Movement
   1. Population movement and settlement patterns
   2. Transportation development - roads, rail, air and water
   3. Internal and external migration
   4. Foreign trade
   5. Diffusion of Soviet ideology

E. Regions
   1. The Central Industrial Region
   2. The Volga Region
   3. The Ukraine
   4. The Urals
   5. The Karaganda Area
   6. The Kuznetsk Basin
   7. The Pacific Margin

V. JAPAN

A. Location
   1. Latitudinal and longitudinal extent
   2. Relative location on the Pacific Rim
   3. Relative location in the industrialized world

B. Place
   1. Physical features
      a. Mountainous archipelago
      b. Island nation
      c. Extensively modified cultural landscape

d. Limited resource base

2. Human characteristics
   a. Historical geography
   b. Ethnic geography
   c. Intertwining of traditional and modern society
   d. High physiologic population density
   e. High literacy rate
   f. Efficient agriculture
   g. Rapid post-World War II industrialization
   h. High tech society

C. Human-environment relationships
   1. The highly efficient agricultural landscape
   2. Industrial pollution and dramatic solutions
   3. Population density and crowding
   4. Decline in quality of life

D. Movement
   1. Spread of Japanese culture and influence
   2. Importation of raw resources
   3. Worldwide export of trade
   4. Diffusion of Japanese business culture and industry
   5. Urban sprawl
   6. Popular diffusion of martial arts

E. Region
   1. Landform regions - islands, mountains and plains
   2. Agricultural regions
   3. Manufacturing regions

SECOND EXAMINATION

THE LESS DEVELOPED WORLD

VI. AFRICA SOUTH OF THE SAHARA

A. Location
   1. Latitudinal and longitudinal extent
   2. Relative position vis-à-vis other continents
   3. Relative location with respect to plate tectonics
   4. Countries and major cities

B. Place
   1. Physical features
      a. Plate tectonics
      b. Landforms - plateaus, basins, plains, Rift Valley
      c. Climatic zones
      d. Vegetation - desert scrub, savanna, selva
      e. Rivers and lakes
      f. Wildlife resources - game preserves
      g. Natural resources
   2. Human characteristics
      a. Historical geography
         1) Early man in the Olduvai gorge and Omo valley

2) Early civilizations and empires
3) European colonization and division of Africa

b. Tribalism
c. Nationalism, independence,and emergence of new nations
d. Population geography and settlement patterns
e. Economic pursuits - hunting and gathering, agriculture,and industry
f. South Africa and Apartheid

C. Human-environment relationships
1. Deforestation and loss of the rainforests
2. Desertification in the Sahel
3. Medical geography - malaria, river blindness, encephalitis, tsetse fly, schistosomiasis
4. Poaching and the loss of wildlife resources
5. Experiments in agriculture

D. Movement
1. Early trade patterns
2. African slave trade
3. European immigration - colonial development
4. Refugee problems - natural calamities and civil strife
5. Communications and transportation - poor infrastructure

E. Regions
1. Landform regions
2. Climatic regions
3. Vegetation regions
5. Equatorial Africa
6. East Africa
7. Southern Africa
8. Country profiles - South Africa, Kenya, Nigeria, Ethiopia, Zaire

VII. THE MIDDLE EAST AND NORTH AFRICA

A. Location
1. Latitudinal and longitudinal extent
2. The Middle of what? An historical overview
3. Countries and major cities
4. Cradles of civilization
5. Crossroads of early civilizations
6. Relative location to other regions of the world

B. Place
1. Physical features
a. Landforms - plateaus, plains and mountains
b. Rivers and other water bodies
c. Climate and vegetation - aridity
d. Natural resource - crude oil
2. Human characteristics
a. Arab - Islamic heritage
b. Source region of several major religions
c. Ethnic diversity
d. Population characteristics
e. Ecological trilogy - city, village, tribe
f. Civil strife
g. Economics of a limited resource base - crude oil

C. Human-environment relationships
   1. Ancient Mesopotamia - an hydraulic society
   2. Nomadism and transhumance
   3. Quest for water resources - water wheels, canals, qanats, dams and desalinization
   4. Human adaptations to the environment - clothing and shelter
   5. Extraction of crude oil

D. Movement
   1. Early trade centers - Mesopotamia, Nile Valley
   2. Cultural diffusion of Islam
   3. Migration of Jews to Israel
   4. Palestinian refugees in the Middle East
   5. Exportation of terrorism
   6. The Suez canal transportation route
   7. Petroleum and the global market

E. Regions
   1. Supranationalism - Organization of Petroleum Exporting Countries (OPEC)
   2. Egypt and the Nile Basin
   3. The Maghreb
   4. The Levant
   5. The Arabian Peninsula
   6. The North
   7. The African Transition Zone

VIII. LATIN AMERICA

A. Location
   1. Latitudinal and longitudinal extent
   2. Countries and major cities
   3. Relative location to North America, Europe, Asia, and Africa

B. Place
   1. Physical features
      a. Landforms - plateaus, mountains, basins, highlands
      b. Ring of fire - volcanoes and earthquakes
      c. River systems - the mighty Amazon
      d. Climatic regions
      e. Natural resources
   2. Human Characteristics
      a. Pre-Columbian civilization - Maya, Aztec and Inca
      b. Characteristics of Spanish and Portuguese colonialization: mines, haciendas and plantations
      c. Population characteristics and distribution
      d. Growth and size of cities: the problem of primacy
      e Ethnic diversity and miscegenation
      f. Agriculture - subsistence to plantation
      g. Economic development - forestry, mining, fishing, industry and tourism

C. Human-environment relationships
   1. Traditional subsistence - slash and burn agriculture
   2. Causes and consequences of tropical deforestation
   3. Urban environmental pollution: air, water, sewage, noise
   4. Energy developments - hydroelectric and nuclear
   5. Development of the Amazon Basin

D. Movement
   1. Route of European conquests
   2. Migration: rural to urban, international, contemporary colonization
   3. The Panama Canal
   4. Panamerican and Transamazonian highways
   5. Geography of cocaine and its exportation

E. Regions
   1. Mexico, Central America, and Panama
   2. The West Indies
   3. South America
   4. Supranationalism: Common Market of the Americas? Organization of American States

IX. ASIA AND OCEANIA

A. Location
   1. Latitudinal and longitudinal extent
   2. Countries and major cities
   3. Relative location vis-à-vis North America, U. S. S. R. and Middle East
   4. Western edge of the Pacific Rim

B. Place
   1. Physical features
      a. Plate tectonics: Himalayas, Tibetan Plateau and Ring of Fire volcanic islands
      b. Landforms - mountains, plateaus, plains and islands
      c. Climate - the monsoon
      d. Major river systems
      e. Vegetation - desert scrub to selva
      f. Natural resources
   2. Human Characteristics
      a. Immense human resources
      b. Early culture hearths - South Asia and China
      c. Religions - Islam, Hinduism, Buddhism, Shintoism
      d. Social systems - the example of caste
      e. Languages and ethnic diversity
      f. European trade and colonization
      g. Predominantly agricultural way of life
      h. Urbanization
      i. Industrialization - cases of South Korea, Taiwan and Singapore
      j. Political systems - freedom and repression
      k. Warfare and cultural destruction

C. Human-environment relationships
   1. Intensive paddy and terrace agriculture
   2. Deforestation and soil erosion - effects in the Himalayas, Indonesia and Bangladesh
   3. Industrial hazards - air, water pollution, toxic substances - Bhopal
   4. Natural calamities - cyclones, tsunamis, typhoons and flooding
   5. Population pressure and overexploitation of resources
   6. Attempts to limit population growth - the Chinese and Indian examples
   7. Game preserves

D. Movement
   1. Historical migrations in Asia - Indo-Aryans, Muslims, Mongols and Europeans
   2. Muslim-Hindu migrations at partition of India and Pakistan, 1947
   3. Forced migrations - Vietnamese boat people, Cambodian refugees
   4. Historical trading between Asian and European countries
   5. Development of transportation infrastructure-the Indian example
   6. Trade - from cheap trinkets to high technology

E. Regions
   1. South Asia
   2. Southeast Asia
   3. East Asia
   4. Oceania
   5. Supranationalism:Association of South East Asian Nations

THIRD EXAM

EVALUATION METHODS

Evaluation in GE 102 will be based on three one-hour exams, three short place name quizzes, and a final examination. The major exams will consist of both objective and essay questions. The place names will be taken from the place name lists in the Stoltman book and the quizzes will be taken on the base map specified for each test. A study guide, listing major topic headings and key terms, will be given to each student prior to each exam. Grades will be based on the following percentages A= 90 - 100, B = 80 - 89, C = 70 -79, D = 60 -69, F below 60.

The relative importance of the exam and quizzes are as follows:

Three one-hour exams	=60 percent
Three place name quizzes	=15 percent
Final examination	=25 percent

The schedule of exams is listed on the final course schedule. Missed exams can be made up within two class days or one day early if absence is anticipated. Any requirements not fulfilled by final exam time will result in an INCOMPLETE for the course.

REQUIRED TEXTBOOKS AND MAPS

The following four titles are examples of reliable regional texts:

de Blij, H. J., and P. O. Muller. 1988. *Geography, Regions and Concepts*. 5th ed. New York: John Wiley and Sons.

English, P. W. 1989. *World Regional Geography: A Question of Place*. 3rd ed. New York: John Wiley and Sons.

Espenshade, E. B. Jr., ed., and J. L. Morrison. 1990. *Goode's World Atlas*. 18th ed. Chicago: Rand McNally and Company.

Fisher, J. S., ed. 1989. *Geography and Development: A World Regional Approach*. 3rd ed. Columbus, OH: Merrill Publishing Company.

Stoltman, J. P. 1987. *Goode's World Atlas, Place Location Study Guide*. Chicago: Rand McNally and Company.

Base maps of world and specific regions.

BIBLIOGRAPHY

7-12 Geography: Themes, Key Ideas and Learning Opportunities. 1989. Washington, DC: Geographic Education National Implementation Project. Available from National Council for Geographic Education, 16-A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

Alabama Course of Study: Social Studies K-12. 1986. Bulletin No. 31. Montgomery: Alabama State Department of Education.

Anderson, J. 1986. *Teaching Map Skills: An Inductive Approach*. Macomb, IL: National Council for Geographic Education.

Backler, A. L., and J. P. Stoltman, eds. 1988. *Geography Education*. Exemplary Practice Series. Bloomington, IN: Phi Delta Kappa.

Robinson, A. H. 1988. *Choosing a World Map, Attributes, Distortions, Classes, Aspects*. Falls Church, VA: American Congress on Surveying and Mapping.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education, Elementary and Secondary Schools*. Washington, DC: Association of American Geographers and National Council for Geographic Education.

Hovinen, E. L. 1982. *Teaching Map and Globe Skills, A Handbook*. Chicago: Rand McNally and Company.

K-6 Geography, Themes, Key Ideas, and Learning Opportunities. 1987. Washington, DC: Geographic Education National Implementation Project. Available from National Council for Geographic Education, 16-A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

MacKinnon, R. M. 1987. *World Place Location Learning System*. 4th ed. Santa Maria: Allan Hancock College.

Miller, G. T. 1988. *Living in the Environment*. 5th ed. Belmont, CA: Wadsworth Publishing Co.

Muehrcke, P. C. 1986. *Map Use: Reading-Analysis-Interpretation*. 2d ed. Madison, WI: JP Publications.

Natoli, S. J., ed. 1988. *Strengthening Geography in the Social Studies*. Bulletin No. 81. Washington, DC: National Council for the Social Studies.

Robinson, A. H. 1986. *Which Map is Best? Projections for World Maps*. Falls Church, VA: American Congress on Surveying and Mapping.

Social Studies Curriculum Guide Grades 4-6, Maps and Globes, Graphs, Charts and Tables, Current Events. 1987. Bulletin No. 59. Montgomery: Alabama State Department of Education.

Webster, G. R., and R. H. Webster. 1988. *Instructors Manual* for de Blij and Muller's *Geography: Regions and Concepts*. New York: John Wiley and Sons.

Chapter 7

GGR 110

WORLD REGIONS*

Richard G. Anderson
Salem State College

INTRODUCTION

This course is designed to meet state and college geography competency requirements for teacher certification. It will introduce students to the major themes and concepts of the discipline and will show them how these themes and concepts can be applied to geography content.

The new certification guidelines in Massachusetts require geography competency at all levels. This includes certification in early childhood education, elementary education and secondary social studies education.

Under the present certification guidelines there is a separate secondary geography certification. This category will be eliminated in the recently developed certification guidelines. The newly developed secondary education certification guidelines in the social science area offers two possible certificates. The first is in history and the second in social studies. Both of these certificates will apply from grade 7 to grade 12.

Under the present guidelines secondary social studies certification does not require any geography content course work. The newly developed certification guidelines will require some geography content course work from all who seek secondary social studies certification in the state of Massachusetts.

In 1989 the Massachusetts Department of Education released new recommended curriculum guidelines for social studies education grades K-12. These guidelines recommend a strong geography competency in grades K-6, a separate course in geography for grades 7 or 8 and the integration of geography skills and concepts into history courses in grades 9-12. Also recommended is a separate geography course at the high school level. The five themes of geography are carefully spelled out in the new guidelines and the suggested social studies curriculum recommends the use of the themes.

With the exception of a required United States history course in high school, the state of Massachusetts does not have a required social studies curriculum. Each school district structures its own curriculum guidelines. In most school districts, geography concepts and skills are integrated into the elementary school curriculum. Many districts offer a separate world regional geography course in the seventh or eighth grade. Very few high schools in the state offer separate geography courses. Under the present certification guidelines, all early childhood and elementary education majors at Salem State College generally take two courses in geography. The two courses recommended by the School of Education are the geography of the United States and world regions. For geography or social studies, both of these courses are required.

---

*This syllabus was developed with the help of the following curriculum consultants: Hellen Gahagan, Memorial Middle School, Beverly, MA; Paul Jones, Briscoe Middle School, Beverly, MA; Anthony Macone, Briscoe Middle School, Beverly, MA; Stephen Prodanus, Tewksbury Junior High, Tewksbury, MA; Mark Rand, Memorial Middle School, Reading, MA; and Ellen Sevenson, A. W. Coolidge Middle School, Reading, MA.

Under the forthcoming certification guidelines the undergraduate major in education is eliminated. Any student who wants to teach in grades K-6 must major in an academic discipline and must take some course work in geography. Those who are interested in secondary social studies certification may major in another social science and take some geography course work. In either case they must take several courses in geography in order to receive secondary social studies certification. Two of the geography courses which will be required are world regions and the geography of the United States.

In structuring the course, I considered the fact that most early childhood and elementary education majors take both geography of the United States and world regions. The secondary education minors in geography and social studies are also required to take these two courses, plus several others. Since the students must take a course in the geography of the United States, I did not include a segment on the United States in the course outline.

In summary, I chose to develop a world regions course as part of the FIPSE Project for several reasons. First, it is the course most often offered at the upper elementary and middle school (junior high school) levels in the school districts of Massachusetts. Second, it is a course which will contribute effectively to the geography content requirement under the forthcoming state certification at the early childhood, elementary and secondary social studies education levels. Finally, it is a course which is recommended for all early childhood and elementary majors at Salem State College and is required for all secondary education minors in geography or social sciences.

COURSE INFORMATION

Course Name:	GGR 110
Instructor:	Dr. Richard T. Anderson
Office:	Meier Hall, Room 326F
Office Hours:	Mon. & Fri. 9:30-10:30
	Wed 10:30-11:30
Phone Ext:	2486

General: GGR 110 is a three credit hour course designed to meet the needs of education majors preparing to teach grades 5-9. The state of Massachusetts does not have a statewide required social studies curriculum for these grades. An analysis of the suggested state guidelines and actual individual school district guidelines show a variety of curricula which generally emphasize geography and related concepts to preservice middle school teachers. The themes and related concepts are then applied to an analysis of nine major world regions. Since almost all education majors at Salem State College take a separate course in the geography of the United States and Canada, an analysis of this region is not included in the course.

Specific Objectives: Upon finishing this course, students should be able to:

1. Define and understand the five fundamental themes and several related concepts
2. Use the themes and concepts as a structure for analyzing and understanding major regions of the world
3. Organize and describe the physical and cultural components of place
4. Define and analyze human and environment relationships
5. Understand and describe the significance of movement to various world regions
6. Describe and analyze a variety of regions
7. Describe and understand the characteristics of developed and developing regions

Course Calendar

I. Introduction—Geography: its major themes and concepts

A. Location: position on the Earth's surface
B. Place: physical and human characteristics
C. Relationships within places: humans and environments
D. Movement: humans interacting on the Earth
E. Regions: how they form and change

II. The physical components of the geographic environment

A. Climate classification and climate
B. Soils

III. Cultural components of the geographic environment

A. Human geography
B. Economic geography: developed and developing worlds
C. Population geography
D. Political geography

IV. Developed world: Western Europe

V. Developed World: Eastern Europe

VI. Developed World: Soviet Union

VII. Developed World: Japan

VIII. Developing World: Southwest Asia and North Africa

IX. Developing World: South Asia

X. Developing World: China

XI. Developing World: Latin America

XII. Developing World: Africa South of the Sahara

Required Textbook and Reading List

Fisher, J. S., ed. 1989. *Geography and Development: A World Regional Approach*. 3rd ed. Columbus, OH: Merrill Publishing Company.

Exam one: Part one: Basic concepts and ideas, chapters 1, 2, 3 and 4. Part three: Western Europe Chapters 8, 9, and 10.

Exam two: Part four: Eastern Europe and the Soviet Union, chapters 11, 12, and 13. Part five: Japan and Australia/New Zealand, chapters 14 and 15. Part eight: The Middle East and North Africa, chapters 22 and 12.

Final Exam: Part nine: Monsoon Asia, chapters 24, 25, 26, 27. Part six: Latin America, chapters 17 and 18. Part seven: Africa South of the Sahara, chapters 20 and 21.

Course Content:

I. Introduction to geography: its major themes and key concepts

A. Location: position on the Earth's surface
1. Absolute location
2. Relative location

B. Place:
   1. Physical characteristics: landforms, water bodies, climate, soils, natural vegetation and animal life.
   2. Human characteristics: settlement patterns, architecture, kinds of economic and recreational activities, and transportation and communications networks.

C. Human-environment relationships
   1. Development of human-environment relationships
   2. Consequences of human-environment relationships

D. Movement: Humans interacting on the Earth

E. Regions: How they form and change
   1. Formal—uniform
   2. Functional—nodal

II. The physical characteristics of the geographic environment

A Climate classification and climate
   1. Tropical wet
   2. Tropical wet and dry
   3. Semi-arid
   4. Desert
   5. Mediterranean
   6. Humid subtropical
   7. Marine West Coast
   8. Humid continental
   9. Tundra
   10. Ice cap
   11. Undifferentiated highlands

B. Soils
   1. Soil properties
   2. Factors affecting soil development
   3. Soil forming processes
   4. Soil classification

III. Human components of geographic environment

A. Population geography
   1. Variations in population distribution and density
      a. Major world concentrations
      b. Areas of low population density
   2. Population growth
      a. Regions of slow population growth
      b. Regions of rapid population growth
   3. The demographic transition
      a. Characteristics of each stage
      b. Countries in stage II
      c. Countries in stage III
      d. Countries in stage IV
   4. The age structure and population pyramids
      a. Pyramid for slow population growth countries. Advantages and disadvantages of this age structure
   5. Migration and movement of population
      a. International migration
         1) Effects of outmigration
         2) Effects of immigration
   6. Hunger and food
      a. Types of malnutrition

b. Regional variations in diseases resulting from malnutrition
c. The Green Revolution and its effects

B. Economic geography: developed regions and underdeveloped regions
1. Measures of development
a. Gross national product
b. Occupational structure of the labor force
c. Productivity per worker
d. Consumption of energy per person
e. Transportation and communication facilities per person
f. Consumption of manufactured metal per person
g. Rates: literacy rates, caloric intake per person, percentage of family income spent on food, and amount of savings per capita
2. Sectors of the economy
a. Primary sector: agriculture, mining, fishing, and lumbering
b. Secondary sector: manufacturing
c. Tertiary sector: service activities
d. Quaternary sector: information and high technology
3. Rostow's model of economic development
a. Stage I: traditional society
b. Stage II. preconditions for takeoff
c. Stage III. takeoff
d. Stage IV. drive to maturity
e. Stage V. high mass consumption

IV. Developed World: Western Europe

A. Location
1. Absolute location
2. Relative location
a. The historic significance of its location
b. Its present position in the world

B. Place
1. Physical characteristics
a. Landform regions
1) The Northern European Plain
2) The northwestern uplands
3) Alpine basin and valley region
b. Climates
1) Marine West Coast
2) Mediterranean
3) Subarctic
4) Tundra
5) Highland
2. Human or cultural characteristics
a. Human geography
1) Language groups of Western Europe
2) Religious groups of Western Europe
b. Economic geography
1) Development of the European Community
a) Early goals

b) Member nations
c) Defining the nature of community
d) The 1992 plan

2) Areas of economic specialization
a) Agricultural regions
b) Industrial regions
c) High technology concentrations

c. Population geography
1) Population distribution: urban/rural
2) Language ethnic composition
3) Demographic transition
a) Low rates of natural increase
b) Increased population doubling time

C. Human-environment relationships
1. Acid rain in Western Europe
2. Land reclamation in the Netherlands
3. The Delta Project and the Oosterschelde Barrier

D. Movement
1. Population migrations
a. Historical emigration patterns
b. Present emigration: Ireland
c. Immigrants from former colonial territories and assimilation
2. Extra-European trade flows

E. Regions
1. The Benelux countries
2. The United Kingdom

V. Developed World: Eastern Europe

A. Location
1. Absolute location
2. Relative location
a. The historic significance of its location
b. The present significance of its location

B. Place
1. Physical characteristics
a. Landform regions
1) The Northern European Plain
2) The central mountain zone
3) The Danubian lowlands
b. Climates
1) Marine climate
2) Continental climate
3) Mediterranean climate
4) Highland climate
2. Human or cultural characteristics
a. Historical/political geography
1) Conflicts and geopolitical changes in Slavic and German struggle for dominance
2) Rise of communism

b. Human geography
   1) Major language groups of Eastern Europe
   2) Major religious groups of Eastern Europe
   3) The effects of World War II on the ethnic patterns of Eastern Europe
c. Economic geography
   1) Major industrial areas of Eastern Europe
   2. Rural land ownership patterns in Eastern Europe: before and after World War II
   3) Productivity of Eastern Europe agriculture
d. Political geography
   1) Communist dominance after World War II
   2) Revolutions in the Soviet bloc: Hungary (1956); Czechoslovakia (1968); Poland (1970)
   3) *Glasnost* and *Perestroika* in the Soviet Union and its effect on Eastern Europe: Poland; Hungary; East Germany

C. Human-environment relationships
   1. Air pollution in Eastern Europe
   2. Problems of water pollution: Baltic Sea and the Danube
D. Movement
   1. Historic emigration patterns in Eastern Europe
   2. Eastern European trade flows
E. Regions: Yugoslavia

VI. Developed World: Soviet Union

A. Location
   1. Absolute location
   2. Relative location
      a. Land frontiers and neighbors
      b. Problems of access to the world's oceans
B. Place
   1. Climate regions and their extent
      a. Tundra
      b. Subarctic
      c. Humid continental
      d. Semi-arid
      e. Desert
      f. Highland
      g. Mediterranean
   2. Comparison of U.S.S.R. and U.S. places at the same latitudes
   3. Problems related to severe climates
      a. Short growing seasons
      b. Permafrost
      c. Length of summer days as a compensating factor
   4. Landform regions
   5. Major rivers and related problems
   6. The development of the Russian Empire
   7. Russian revolution and creation of the Soviet Union
   8. Territorial expansion after World War II
   9. Population distribution and characteristics
      a. Urban development
      b. Slavic culture groups
      c. Ethnic minorities

C. Human-environment relationships
   1. The nuclear accident at Chernobyl
   2. Problems of water pollution and depletion. Lake Baykal and the Aral Sea

D. Movement
   1. Navigation problems on Siberian rivers
   2. The utility of the North Sea route
   3. River diversion in Central Asia

E. Region
   1. The Agricultural Triangle and its cultural and economic characteristics
   2. Nationality groups and the republics.
      a. Russian Soviet Federated Socialist Republic
      b. European Republics
      c. Transcaucasian Republics
      d. Central Asian Republics
   3. National resource potential

VII. Developed World: Japan

A. Location
   1. Absolute location
   2. Relative location
      a. Position on the Pacific Rim
      b. Insularity

B. Place
   1. Physical characteristics
      a. Physiography
      b. Climate
         1) Humid subtropical
         2) Humid continental
      c. Effects of landforms and climate on agriculture
   2. Human or cultural characteristics
      a. Historic development of Japan
         1) Tokugawa Shogunate
         2) Structure of Tokugawa society
         3) Intrusion of the west
         4) The Meiji restoration
         5) Modernization and industrialization
         6) The social impact of modernization
         7) Japanese expansion and empire
         8) Japanese economic growth after World War II
      b. Economic geography
         1) Natural resource base
         2) Industrial location
         3) Japan's shift to high tech and the relative location of new industry
         4) The decline of Japanese agriculture
      c. Population geography
         1) Settlement patterns
         2) Aging population and declining growth rates
         3) Literacy rates

C. Movement
   1. Origin and spread of Japanese culture
   2. Spatial interaction in modern Japanese trade

a. Exports/imports
b. Capital flows

D. Human-environment relationships
1. Environmental pollution
a. Photochemical smog
b. Water pollution
2. Access to marine resources

VIII. Developing World: The Middle East (Southwest Asia and North Africa)

A. Location
1. Absolute location
2. Relative location
a. Its geographical significance to surrounding areas and the world
b. Accessibility and the Suez canal

B. Place
1. Physical characteristics
a. Physiography
b. Climates
1) Desert
2) Semi-arid
3) Mediterranean
4) Highland
2. Human or cultural characteristics
a. Historic development
1) A cradle of civilization
2) Origin of monotheistic religions
3) The Crusades
4) The Ottoman Empire
5) European mandates
6) Movement to independence
b. Cultural geography
1) Ethnic composition (Arabs, Jews, Turks, Persians)
2) Significance of Islam
3) Regional conflicts (Israeli, Iran-Iraq, Syria-Lebanon, Iraq-Kuwait)
c. Economic geography
1) The importance of petroleum
2) Size of reserves and national income
3) Differentials in socio-economic development

C. Movement
1. Cultural diffusion: the spread of Islam
2. World trade in petroleum: the significance of the Middle East

D. Human-environment relationships
1. Historic destruction of forests
2. Desertification and salinization
3. The impact of dam building: the case of the Aswan High Dam
4. Water availability and population distribution: the Nile Valley

E. Regions
1. The Islamic world
2. The Arab world
3. The Shiite region

IX. Developing World: South Asia

A. Location
   1. Absolute location
   2. Relative location

B. Place
   1. Physical characteristics
      a. Physiography
         1) Plate tectonics and the evolution of the Himalayas
         2) Other landform regions: Indo-Gangetic Plain, coastal lowlands, Deccan Plateau
      b. Climates
         1) Tropical wet
         2) Tropical wet and dry
         3) Semi-arid
         4) Desert
         5) Highland
   2. Human or cultural characteristics
      a. Historical development
      b. Human geography
         1) Language families: Indo-European and Dravidian
         2) Rise of India
         3) Other religions: Buddhism, Islam, Christianity, Judaism, Zoastrianism, Jainism
         4) Village life in India
      c. Political geography
         1) Partition of India, 1947
         2) East Pakistan becomes Bangladesh
      d. Economic geography
         1) Agriculture: irrigated rice cultivation vs. upland dry farming
         2) Impact of green revolution on grain production
         3) Industrial location patterns
      e. Population geography
         1) Future population billionaire
         2) Urban/rural differences in family size
         3) India's family planning program
         4) Rural to urban migration and the growth of cities

C. Movement
   1. Indo-Aryan invasions
   2. Diffusion of Islam
   3. Indian railroad network

D. Human-environment relationships
   1. Deforestation in Nepal
   2. Soil erosion and flooding in Bangladesh
   3. Tropical cyclones and storm surges

E. Regions
   1. Relationship between language and political regions
   2. Punjab

X. Developing World: China

A. Location
   1. Absolute location: comparison with the United States
   2. Relative location
      a. Relationship with the surrounding countries
      b. Hong Kong and the other treaty ports

B. Place
   1. Physical characteristics
      a. Landform regions
         1) Major drainage systems
         2) Major eastern plains
         3) Major western basins
         4) The plateau and mountains of Tibet
      b. Climates
         1) Tropical wet
         2) Humid subtropical
         3) Humid continental
         4) Middle latitude semi-arid
         5) Middle latitude desert
         6) Highland
         7) Compare the location of the climatic regions of China and the United States
   2. Human or cultural characteristics
      a. Historical geography
         1) The North China Cultural Hearth
         2) Expansion from the Hearth
         3) China and the West in the 19th century
         4) The revolution of 1911
         5) The Nationalist vs. Communists (1926-1949)
         6) Communist policy since 1949
            a) Increasing agricultural productivity
            b) Modernization of industry
            c) Slowing population growth
      b. Human geography
         1) The Three Chinas based on cultural and environmental factors
            a) Western China
            b) South China
            c) North China
         2) Acculturation in western China
            a) Tibet
            b) Xinjiang
            c) Inner Mongolia
      c. Economic geography
         1) Agricultural regions
         2) Land reform in China
            a) Communes
            b) The production responsibility system
         3) Mineral resources and industrial regions
         4) Railroad development
      d. Population geography
         1) Population density and distribution and the physical environment
         2) Population growth and the one child per couple policy

C. Human-environment relationships
   1. Deforestation, soil erosion, and flooding
   2. Industrialization and pollution in China

D. Movement
   1. Traditional transportation: the rivers of China
   2. The overseas Chinese: centuries of emigration
   3. The Han migration in the twentieth century
   4. Chinese international trade

E. Regions
   1. Ethnic regions of China

XI. The Developing World: Latin America

A. Location
   1. Absolute location
   2. Relative location: distances and directions to North America, Europe, and Africa

B. Place
   1. Physical characteristics
      a. Plate tectonics: mountain building, volcanoes, and earthquakes
      b. Landform regions
         1) Mountain ranges: Andes
         2) Major river basins
         3) Highlands
         4) Caribbean islands
      b. Climates
         1) Tropical wet
         2) Tropical wet and dry
         3) Desert
         4) Semi-arid
         5) Mediterranean
         6) Humid subtropical
         7) Marine west coast
         8) Highland-altitudinal zonation
   2. Human or cultural characteristics
      a. Historical geography
         1) Pre-Columbian Indian civilizations
            a) The Aztec
            b) The Maya
            c) The Inca
         2) The colonial period
            a) Spanish colonial settlement
            b) Portuguese colonial settlement
         3) Independence in Latin America
      b. Human geography
         1) Augelli's culture regions: mainland and rimland
         2) Geography of religion
            a) Roman Catholicism: liberation theology
      c. Economic Geography
         1) Rural landuse patterns
            a) The dominance of *latifundia* and *minifundia*
            b) Mineral resource exploitation: Mexico
         2) Growing industrial regions: Sao Paulo
      d. Population geography

1) Rural to urban migration
a) Urban growth and the problems of primacy
b) Predominance of women
c) Squatter settlements
2) Internal colonization and the disappearing frontier

C. Human-environment relationships
1. The causes and consequences of tropical deforestation
2. Environmental hazards: earthquakes, volcanoes, hurricanes, mudflows, and landslides
3. Mexico City and air pollution

D. Movement
1. Colonization routes of the Spanish and Portuguese
2. The Atlantic slave trade
3. Illegal drug traffic

E. Regions
1. The U.S.-Mexico border region
2. Northeastern Brazil
3. The Altiplano

XII. The Developing World: Africa South of Sahara

A. Location
1. Absolute location
2. Relative location: The stimulus for European colonization

B. Place
1. Physical characteristics
a. Plate tectonics and the relative stability of Africa
b. Landform regions
1) The East African highlands
2) Major river basins
3) Major plateaus
4) The Great Rift Valley
5) Coastal lowlands
c. Climates
1) Tropical wet
2) Tropical wet and dry
3) Semi-arid
4) Desert
5) Mediterranean
6) Marine West Coast
7) Highland

2. Human or cultural characteristics
a. West African empires
b. Cultural diversity and tribal societies
c. Women and African food production and marketing
d. Geographic aspects and colonialism
1) Landuse patterns
2) Transportation development
3) "Dual" economies
e. Twentieth century independence and the formation of new countries
f. Geographic aspects of South Africa

g. Population geography
1) Causes and consequences of rapid population growth
2) Population density and distribution

C. Human-environment relationships
1. Superdams and ecological problems
2. The tsetse fly and cattle ranching
3. The Sahel and desertification
4. The causes and consequences of tropical deforestation: Congo Basin and Madagascar

D. Movement
1. African slave trade
2. European immigration
3. Interregional labor migrations
4. Patterns of African international trade

E. Regions: South African homelands as independent countries

EVALUATION METHODS

Exam Schedule: exam one will include notes from sections I through IV of the course outline and the readings

Exam two will include notes from sections V through VIII of the course outline and the readings

The final exam will be given during the final exam period, and will include notes from sections IX through XII in the course outline and readings

Regional map quizzes will be given periodically.

Grading: The final grade will be calculated as follows:

Exams 1 + 2 + 3 + final + map quizzes average = ?

? / 5 = your grade

Attendance will be taken and excessive absences may affect your grade.

Make up exams for those who miss exam one or two will be given at a specified time during the last week of the semester.

Each student in this course is responsible for completing all course requirements (whether or not the student is present).

Note: Rehabilitation Act Salem State College is committed to non-discrimination of handicapped persons as specified in Section 204 of the Rehabilitation Act of 1973. Students who qualify as handicapped persons under the definition of this act should notify the instructor at the beginning of the course so that reasonable modifications in the course requirements may be made when necessary.

BIBLIOGRAPHY

7-12 Geography: Themes, Key Ideas and Learning Opportunities. 1987. Washington, DC: Geographic Education National Implementation Project. Available from National Council for Geographic Education, 16-A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

de Blij, H. J., and P. O. Muller. 1988. *Geography: Regions and Concepts*. 5th ed. New York: John Wiley and Sons.

English, P. W. 1989. *World Regional Geography: A Question of Place*. 3rd ed. New York: John Wiley and Sons.

Espenshade, E. B. Jr., ed., and J. L. Morrison. 1986. *Goode's World Atlas*. 17th ed. Chicago: Rand McNally and Company.

Global Geography. 1988. Bloomington, IN: Agency Instructional Technology. A ten-program educational television series in geography for Grades 6-10.

Hill, A. D., ed. 1988. *Placing Geography in the Curriculum: Ideas from the Western PLACE Conference*. Boulder, CO: Center for Geographic Education and Colorado Alliance for Geographic Education.

Hobbs, G. L., ed. 1989. *The Essence of PLACE: Geography in the K-12 Curriculum*. Los Angeles: UCLA Center for Academic Interinstitutional Programs.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington, DC: Association of American Geographers and National Council for Geographic Education.

Journal of Geography. National Council for Geographic Education, 16-A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

K-6 Geography: Themes, Key Ideas and Learning Opportunities. 1987. Washington, DC: Geographic Education National Implementation Project. Available from National Council for Geographic Education, 16-A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

Natoli, S. J., ed. 1988. *Strengthening Geography in the Social Studies*. Bulletin No. 81. Washington, DC: National Council for the Social Studies.

Wheeler, J. H. Jr., and J. T. Kostbade. 1990. *World Regional Geography*. Philadelphia, PA: Saunders College Publishing.

APPENDIX A
FIPSE PROJECT

FIPSE PROJECT Syllabus Reviewers 1989

Alabama	Janice Nicholson Head, Department of Elementary Education University of North Alabama
	Billy R. Warren Director, Secondary Education Florence City Schools
	Tom L. Martinson Head, Department of Geography Auburn University
	Glenn R. Sebastian Department of Geology and Geography University of South Alabama
Massachusetts	Robert J. Gardula Geography/Earth Science Fitchburg State College
North Carolina	Leo E. Zonn Department of Geography and Planning East Carolina University
Pennsylvania	Andrea M. Coulter Department of Education Allegheny College
	John E. Benhart Department of Geography/Earth Science Shippensburg University
	Arlene Rengert Department of Geography and Planning West Chester University
	Larry Moses Department of Earth Sciences California University
Texas	Brian W. Blouet Professor of Geography College of William and Mary
	Paul W. English Department of Geography University of Texas, Austin

Virginia

Charles Lane
Professor Emeritus
Longwood College

Alice T. M. Rechlin
Cartographic Division
National Geographic Society

Janet Crane
Publications and Education Media
National Geographic Society

Marijean H. Hawthorne
Department of History and Geography
Virginia Commonwealth University